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THE GOSHEN COLLEGE RECORD



Leafs lose

heart-

breaker.

See pg. 11

Goshen College, Goshen, IN 46526

Thursday, Nov. 12, 1998 Vol. 100 No. 10

Elkhart mediation organization closes

Violence Intervention Project had worked closely with GC students

by Scott Barge

In a surprising move, Violence Intervention Project (VIP), an Elkhart-based mediation organization, closed its doors last Wednesday.

The organization, which provided mediation training for GC's Conflict mediation class, focused on restorative justice in the Elkhart county court system.

Duane Beck, former president of VIP's board of directors, said the decision to close VIP was a difficult one.

"We closed VIP for financial reasons only," Beck said. "We feel very good about the staff, the programs they had developed and their impact in the county."

Adjunct Professor of Peace Studies Mark Chupp, who teaches Conflict mediation, was instrumental in the founding of VIP. "The decision to close seemed quite sudden, given the fact that no contingency plans were discussed,"



Grant Rissler

Chupp said.

"Leaving the program participants and the community without these needed services creates a serious void. I am concerned that spreading the current responsibilities across several agencies and individuals will not be sustainable," he added.

Senior Sarah Kingsley, a member of the Conflict mediation class, was disheartened when she heard of the closing. "So many things these days

are dealt with in black and white. It was reassuring to see an organization take up the cause of finding alternatives to what have traditionally been win-lose situations," Kingsley said.

In addition to providing mediation training, VIP held several long-term contracts with GC.

VIP employee Mary Yoder Holsopple said the organization worked with GC's Pax-Lilly grant to provide conflict resolution training for administrators, faculty, staff and President's council members.

The grant also provided an initiative for a campus mediation program that VIP planned to help establish.

Academic Dean Paul Keim said GC will look for support to continue with the Pax-Lilly initiatives. He said one possibility might be for several VIP staffers to serve as private consultants.

VIP began in 1991 as a grassroots effort to address increasing violence in Elkhart. Its programs included a community mediation center, mediation services in small claims and juvenile courts in Elkhart and training to aid more than 22 local schools in *see VIP pg. 4*

Indigenous rights activist Castro speaks about justice in Chiapas

by Rebecca Rich

Gustavo Castro, a human rights worker from Chiapas, Mexico, spoke about the rights of indigenous persons in an address sponsored by Pax on Tuesday.

Castro framed his remarks around the query: "The question, not only for indigenous people, but for all of Mexico is how can we work for peace, justice and human rights?"

With help from translators sophomore Ana Mejia and junior Lynette Thuma, Castro described the history of the indigenous people in Chiapas, Mexico.

"For a long time, indigenous people have wanted change, but the response they have received for many decades has only been oppression," he said.

"They weren't asking for anything special," he continued, "just homes, health care, education and other basic things."

Castro addressed the many human rights abuses that have taken place within recent months in Chiapas.

Last December, in Acteal, Chiapas, 45 people were murdered, mainly women and children, by paramili-

taries who were also involved in the assassination of nine people in June.

Many of the military personnel who participated in the assassination were trained at School of the Americas (SOA), a school run by the U.S. military in Americus, Ga.

Castro suggested that the Mexican government, which pays close attention to the American media, would take American outrage regarding incidents in Chiapas seriously if the region received more coverage.

He also urged a more solidified and international response to the assassinations in Chiapas.

Castro's visit correlates with Pax's campaign to close SOA. Members of Pax will travel to SOA on Nov. 20 to participate in a protest against the school.

Junior Karen Martin, a member of Pax, said the purpose of Castro's presentation was "to create awareness of what's going on with the SOA, because lots of people on this campus are concerned about it."

"It's also significant to know that our campus and church communities are supporting us when we go down

to protest," she added.

Frosh Ben Horst, a Pax club member, will join the SOA protest next week.

"I was further galvanized to attend the protest after hearing him [Castro] speak of the injustice in Chiapas," said Horst.

Castro also spoke at Associated Mennonite Biblical Seminary later in the evening.

Reynolds blasts tobacco industry, calls for regulation

by Rebecca Rich

Patrick Reynolds, the grandson of tobacco magnate R. J. Reynolds, brought his anti-smoking message to campus in a lecture Tuesday night and a convocation address Wednesday.

During both presentations, Reynolds stressed his belief that "a smoke-free society is coming in the twenty-first century."

"One day people are going to look back, and our children are going to look back, and they're going to say: Did people in this country ever smoke?" said Reynolds.

Tuesday's address, titled "Tobacco Wars - The Battle for a Smoke-free America," was part of the Yoder Public Affairs Lecture series. In the lecture, Reynolds spoke of his campaign to fight the United States tobacco industry.

Reynolds divested his stock in the family's tobacco company in 1979, and started lobbying and speaking to various audiences on the harmful effects of tobacco in 1986.

Reynolds, whose father and oldest brother both died from emphysema caused by smoking, said a core issue in fighting smoking is campaign finance reform. He explained that campaign finance reform would prevent tobacco companies from wielding power in government.

Reynolds also assumed an overt political stance. "By voting for the Republican Party, I believe you empower the tobacco companies to continue their control over the gov-

ernment," he said.

Some students reacted negatively to Reynolds' political emphases.

Sophomore Dan Graber said, "He talked way too much about political matters and probably offended half of the audience at some point in the lecture."

Assistant Director of Admissions and Yoder Lecture committee member Ryan Claassen commented on Reynolds' presentation style.

Claassen said, "I don't think he cares about offending people. He just wants to get his message across."

During the question and answer period after his lecture, Reynolds addressed one of GC's smoking issues.

He said, "Though this is a smoke-free campus, I think a structure should be built for smokers - not a heated structure, but a structure."

Overall reactions to the lecture were mixed.

Junior Andrew Gascho said, "Reynolds definitely wouldn't persuade people to stop smoking, but at least he wouldn't push people in the opposite direction by getting them to start smoking."

However, Claassen continued by noting that many people reacted positively - "especially people who have loved ones who smoke."

Reynolds also spoke to two audiences of middle school students on Tuesday. He included some of that material in his presentations Tuesday night and Wednesday morning, which disappointed some students and faculty.

"Reynolds definitely wouldn't persuade people to stop smoking."

- Andrew Gascho

Sarasota Extension:

GC officially opened its first branch campus in Sarasota, Fla., this weekend with a series of events, including a banquet, open house and service of dedication.

Learn more about the city of Sarasota, its attractions (including the aquarium pictured on right) and GC's purpose in expanding. See special Sarasota Extension section in the Record on pages 5-8.



Amy Gingerich

PERSPECTIVES

For the Record: Sarasota Extension

Last weekend's opening of Sarasota Extension – a GC branch campus in Sarasota, Fla. – garnered little attention on the Goshen campus. As GC's first effort in branching out, however, the new campus merits attention.

In many ways, Sarasota Extension (or at least the idea of creating a branch campus) is an attractive concept. Sarasota Extension diversifies GC's offerings in a number of ways. First, it reaches out to a new constituency, namely the adult Mennonite community in Sarasota, by offering Bible and Anabaptist history classes. Additionally, career enhancement courses – such as Internet and language training – reflect an increasing demand for continuing education among many sectors of society.

Although such offerings will hopefully result in a positive relationship with the Sarasota community, a number of questions remain about the purpose and consequences of Sarasota Extension as a whole.

Thus far, communication about Sarasota Extension has been inconsistent and seemingly hesitant. Last weekend's grand opening curiously coincided with both Parents' and Little Sibs' weekends. As a result, President Showalter's schedule called for her presence in both places, and she remained in Goshen.

As is often the case, lack of communication about Sarasota Extension can only breed confusion (or even suspicion) among GC students who are not in the know. Although not all students care about extra-campus activities, a number continue to question both the choice of location and the exact purpose for the new campus.

Another concern involves the future mission of GC. How will increases in continuing education offerings affect GC's traditional focus on being a four-year, liberal arts, undergraduate institution? How will undergraduate students benefit from Sarasota Extension? What type of connection is GC trying to foster in Sarasota? These questions remain largely unanswered.

Perhaps the most pressing long-term concern surrounding Sarasota Extension is that GC retains its chief mission of providing quality education in a four-year, undergraduate context. Even as the college's constituency becomes increasingly diverse (both in terms of changing demographics and academic expectations), this mission needs to remain intact.

Whether Sarasota Extension will benefit or hinder GC's undergraduate mission remains unclear at this beginning stage. For the moment, however, a clear communication of GC's purpose and vision for Sarasota Extension to students in Goshen would provide a healthy context for considering the state of GC as it enters the twenty-first century.

- Record Staff

Teaching those children well

For the last three months, I have collapsed on the blue carpet of a classroom in Elkhart every afternoon at 3 p.m. For three months I have been known by almost nothing but Ms. Byler, or Mrs. Byler for those who do not understand the difference.

For the last three months, my daily conversations have revolved around images of "Rug-rats" and "Power Rangers" that are loaded into the minds of six, seven and eight-year-olds.

For three years, I have looked forward to this incomprehensible feat called student teaching, not knowing exactly what to expect. And now, as I am ready to re-enter the world at GC, I can't help but look back in awe at the experiences I have encountered and the children who managed to quietly creep into my life.

All of the classes in the world could not have fully prepared me for student teaching. I have never experienced a more difficult or a more rewarding job. Teaching is one of the lowest paying, most time consuming careers in the world. I learned this first-hand, as well as how to write effective lesson plans and use appropriate discipline strategies.

However, I learned the most valuable information from my students. Teaching children effectively and practically requires a degree from a clown school specializing in entertaining with tricks and funny clothes.

If I ever entertained the kids, though, they entertained me twice as often. Once, I found myself in fits of uncontrollable laughter when Ralphie, a small six-year old, began writhing on his stomach like a snake, shaking his torso down the hallway and sticking his tongue in and

out, exclaiming, "Look Ms. Byler, I am a Rattler!"

Although the "Quiet Zone" hallway does not permit repetitive imitations, my laughter only added to his attention-seeking behavior. In less than two seconds, three other children were down on the ground making similar rattling noises.

During my student teaching, I often had flashbacks to my experiences in elementary school in Arizona. I remember being consumed with joy because those "teacher in-services" meant days off of school. Now that I am on the other side, those in-services do not bring the same yelps of joy.

I recall Luscious, the nose-picking puppet owned by my second grade teacher. I remember the thrill I felt when Mr. Schwartz would go to his desk and Luscious would emerge from his drawer, ready to delight us with new stories of snot and other intriguing body functions. Now, I am desperately searching for characters like Luscious.

One concept that is now clear to me is that really good teaching does not necessarily depend on one's overflowing love for children. I once thought, "I like and love every child, and I will strive to remove myself from personality conflicts with children." While this is a lovely thought, it is unrealistic.

Enjoying children is an important requirement for teachers. However, we are humans in that classroom from 8:45 a.m. to 3 p.m. everyday.

Sometimes it took all my energy to stay gentle, calm and patient. Ralphie, for example, was often unaware of the world around him. Every day at 9:30 a.m., we would take a bathroom

break. Everyday at 9:30 a.m., without fail, Ralphie would look up and me with big brown eyes, tug on my shirt and squeak, "Ms. Byler, are we going to lunch now? Huh? Huh, Ms. Byler? Huh? Huh? Are we going to lunch now? Where are we going? Huh, Ms. Byler? Ms. Byler?"

Then there was Cameron, who never ceased to drive his "race car" back to his table, always accompanied by the loud roar of an engine. There was also Allie, who constantly reminded me of her "Baby Spice" appearance and attire. And there was Nicole, who spent 30 minutes each day taking each barrette out of her hair while I was teaching.

I learned that children have very dominant personalities just as adults do. Although I loved and appreciated each child, I did not always enjoy every child.

Now, as my time as a student teacher comes to an end, I look back and really wonder what I have accomplished. Teaching is a very complicated and political career, one that takes years to even begin to master. However, spending every day with these children made us like a family. It was nice to have permission to act entertainingly silly and to learn what is important to children in this generation.

Returning to campus next semester will be difficult. However, I will not miss that hacking cough I had throughout the semester, brought on by the germ-breeding bodies I touched each day. I will not miss staying near the boys' bathroom to make sure Ronnie would not kick the handle of the urinal. (This causes a constant five minutes of flushing).

And yet, I cannot wait to return to this challenging career. Its rewards far outweigh its salary.

Ms. Byler will attempt to curb rampant urinal handle kicking on campus when she returns next semester.



Annie Byler

THE GOSHEN COLLEGE RECORD

"My goal is to eliminate all railroad tracks."

- John Yordy

"We often talk about justice as though we invented the word."

- J. Lawrence Burkholder

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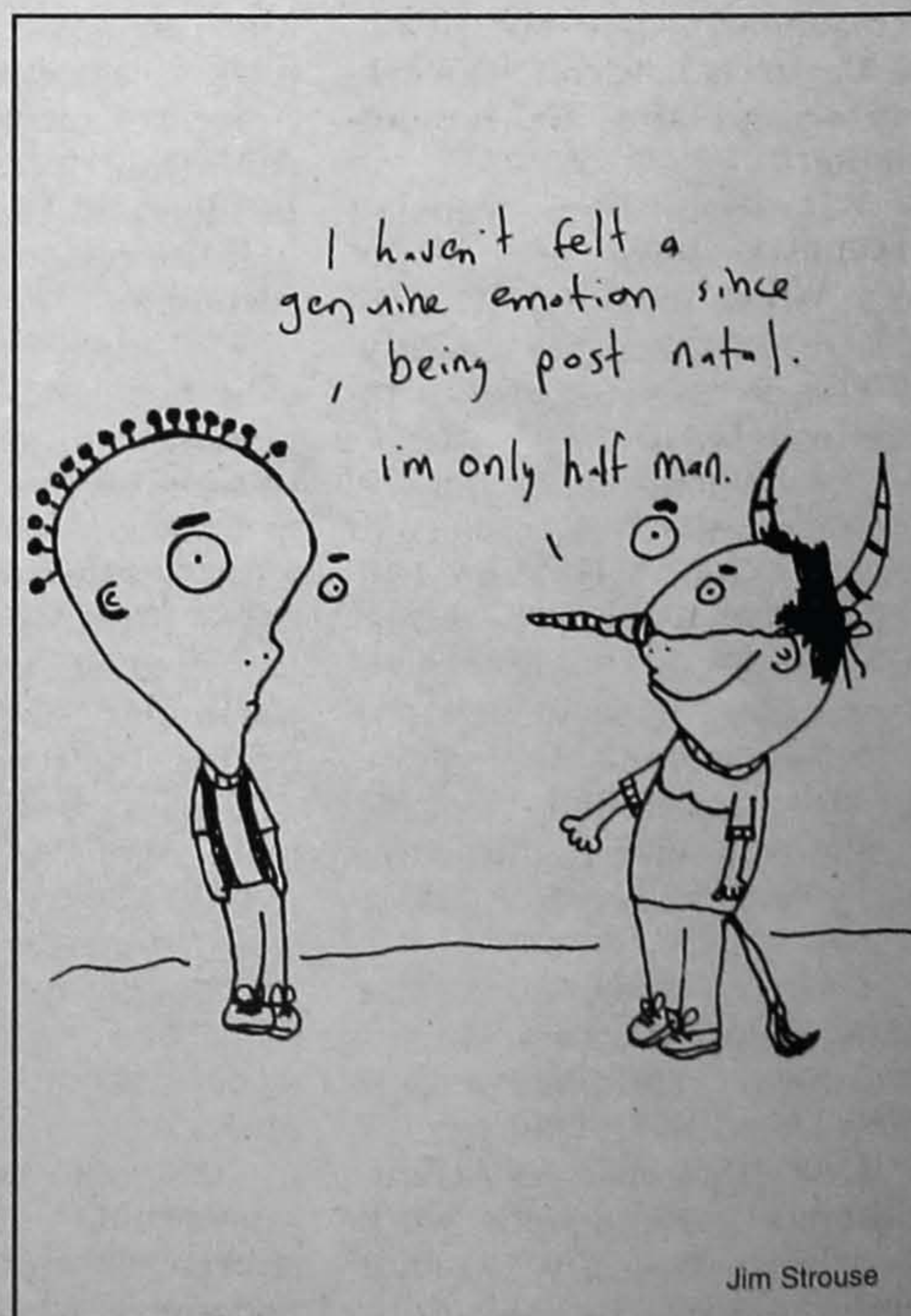
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Record list:

top should-have-been parents' weekend activities

- bag a black squirrel contest
- free curly perms
- convo. address by Martha Stewart
- workshop: "learning to talk liberal"
- pizza, pizza, pizza!
- handing out Gideon's Bibles
- little sib wrestling
- J-board simulation
- off-campus ash tray tour
- dispensation of "I'm cool too" sunvisors
- egg the Prez's house!
- "How to ignore your kid's smoking habit" seminar
- skinny dippin' in the reservoir
- bobbing for WWJD bracelets



Jim Strouse

PERSPECTIVES

Academics and Athletics: the competing worlds of two student athletes

I packed up all my tennis gear in my duffel bag and looked grudgingly at the stack of books resting by the couch. The big question was, "Should I take them and try to study on the way or work really hard when I get back?" I hastily shoved them in the bag and ran out the door. I turned around right away when I realized I had forgotten my pillow.

That should have been a good indicator of my intentions for the team trip, but somehow I got in the van with high aspirations of accomplishing homework on the ride to our tennis tournament in Kentucky.

I began the trip reading for an upcoming World civ. quiz. The conversation in the van, however, was so gripping that I put down the book and began to chat with my teammates. The game was "What If?": "If you could only eat one food the rest of your life, what would you eat?" "If you had the opportunity to know when you were going to die, would you want to know?"

And so it went for about two hours during which these questions were given precedence over the neglected books sitting in my bag. It soon became dark and I couldn't study anymore, so I went to sleep.

I would like to say that this case is atypical, but the truth is that it was the same way on the trip home and on all of the other trips we made during the course of the season. So, I definitely can't say that the way I balance my schoolwork and tennis is by taking every chance I get to squeeze in some studying.

What I can say is that no matter how much I stress out about how little I have done or how much I have to do, I almost always get the

assignment done.

When I feel like I'm juggling a million different things, I find that what is most beneficial for me is to sit down and plan when I'm going to work on each assignment and then take them one at a time. If I look at the whole picture and see that I have 10 things due by the next Monday, I stress out and get nothing accomplished because it seems so hopeless.

After playing three sports in high school, I thought I was a pro at balancing academics and athletics. This was one of the only things I hadn't worried about when entering college, but my new college lifestyle threw me off a little.

No longer did I have the quiet nights at home after a game or practice to finish my studying. My evenings became filled with meetings, classes and much socializing. I had to make room for all of these aspects of college life because they were also very important.

These changes also required adjusting when I did my schoolwork. I began to realize that an assignment didn't always need to be done the night before; it could be finished in the half an hour between work and chapel or at 2 a.m.

However stressful sports or academics have gotten, I have never considered giving up either one. Both of them have played a large role in my life. Without one, the other wouldn't mean as much. I think my participation in sports has helped me become a better student, and my hard work as a student has carried over on the court.

Laura has played two years of varsity tennis.



Laura Litwiller

As my most special friend once put it, "Goshen College not only educates your mind, but it educates your soul and body as well." Yes, I know it sounds like a slogan that you would find in a GC brochure, but I have found her statement to be true. Many people assume that upon entering college, academics are going to be a student's only focus. However, in order to receive a more holistic education, I have chosen to make academics only one of my foci.

At first I did not realize that there is more to college than receiving an academic education. As a prospective GC student, I did not anticipate playing soccer because I wanted to make sure that I received the best possible grades and could fully concentrate on my studies. However, upon visiting GC, I had a little chat with Soccer Coach Hartz that put everything into perspective. I realized that I could not totally concentrate on academics at the expense of athletics. I could not be true to myself by disregarding a very important part of my life.

Soccer was more than a game to me; it was a way of taking a break from the pressures of daily living and doing something that I enjoyed doing and was successful at. After long days of racking my brain, trying to understand different theories of psychological development or taking a Christian ethics test, I found playing soccer to be quite refreshing for my body and important for my sanity.

I have come to understand how soccer worked along side academics in providing me with a holistic education.

Another benefit of playing soccer was developing special friendships with teammates and learning to work with them. In that process, I learned something I can apply to the working world and other settings. That lesson will come in handy as I consider ministry in the Mennonite Church where many

decisions are made by committees.

Some people perceive sports and academics as working in different directions, but as a student and an athlete I have experienced how both academics and sports can work together to make one into a better person.

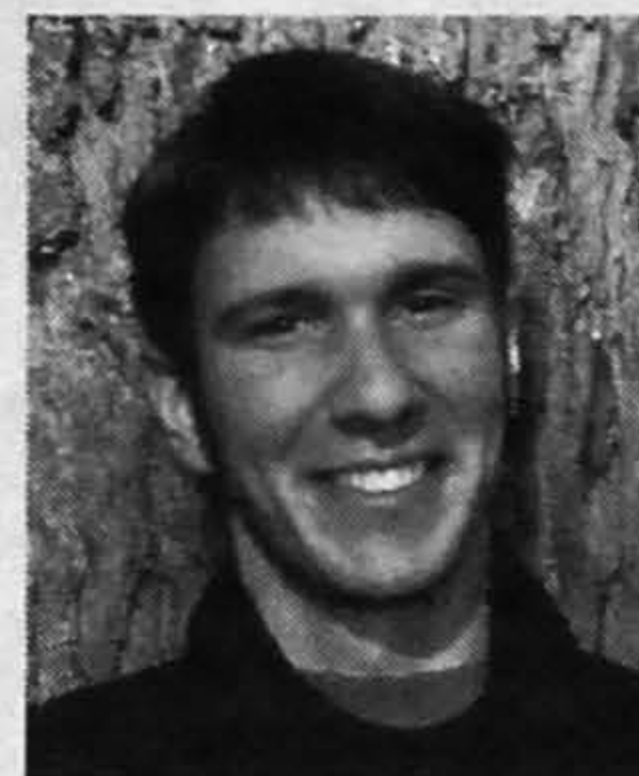
In a sense, soccer has forced me to learn how to discipline myself in order to stay focused on my studies. With the amount of time soccer consumed during the week, I had to make sure I set aside time to study. Thus, soccer has helped me to achieve my academic goals which have been very important to my personal growth here at GC.

I have academics, in part, to thank for how my faith in God has grown since I began as a student here at GC. As a Bible and religion major and psychology minor, I have gained a great amount of understanding about how people function and how they respond to what God is doing in their lives. I am sure that these understandings will bear many fruits as I apply them to my future occupation and lifestyle.

By devoting a significant amount of time and energy to both academic and athletic pursuits, I feel I have experienced more holistic growth at GC than if I had neglected to fully participate in either academics or sports. I definitely feel soccer has been a great complement to the academic education I am receiving. Playing has helped me to apply some of the things that I have learned in the classroom to real life situations.

Conversely, academics provided a great means to develop my physical and mental health. Athletics and academics have worked together to "not only educate my mind, but my soul and body as well."

Shawn played four years of varsity soccer.



Shawn Gerber

A little twang never hurt anyone

"So," I ask people these days, "what kind of music are you into?" Every once in a while I get one of those cool responses in which someone tells me about the roots of jazz or Native American drum beats mixed with synthesizers, or even the sort-of-acceptable love of the Spice Girls or Michael Jackson. But more often than not, I get the "oh... well... I like everything but country" line.

Whoa, horsey. After such a brainless response, I'm torn between wanting to attack the person's dignity or forcing them to eat my banjo and love it.

It certainly isn't that people have to like country or bluegrass or that they can't even hate it. The point is that, like with so many other less-popular music genres or artistic styles, otherwise intelligent people let stigmas and stereotypes clog their ears and warp their minds before deciding for themselves what music has worth. So if your country music knowledge is slim, or you're thinking you want to be a little different or if you've always thought how

cool cowboy hats really are, read on. I hope that at the very least you'll be musically enlightened or at most ready to give country music the good ole' college try.

First off, country music is not a musically oppressive blob with a bouncing bass-line and avid fans standing around singing that song from the Beverly Hillbillies. Nor is it preteens crying over Garth Brooks. Country music, in short, has the possibility of being an honest, profound assessment of emotion.

The way I see it, country can be unofficially divided into three major categories: pop country, bluegrass and classic country. That's not very profound (nor entirely accurate), but it provides a chance to discuss major stylistic differences within the genre.

Current or popular country is most likely what you've heard if you haven't invested a whole lot of time into country music, and it's really the only thing that is on the radio

these days. It includes people like Garth Brooks, Reba McEntyre and Billy Ray Cyrus, to name a few.

Lyrics typically fall into the "I'm leaving and all I need is my cowboy boots 'cause you don't give a toot" level of romance-assessment. It's decent music, in my opinion, but is no more country music than Kenny G with a little southern drawl and Tennessee twang on the guitar — in other words, a pop song with a dash of country, just like the name says.



Andre King

Bluegrass is a distinct style of country music that came along in the 40s and 50s with Bill Monroe, Flatt & Scruggs and Ralph Stanley: three artists/groups generally considered the holy trinity of bluegrass.

Bluegrass is a mixture of fiddle, bass, banjo, mandolin, guitar and often Dobro. Without the drive of the banjo and the boom-chick rhythm of the bass and mandolin, the whole thing would surely fall

into the pure-country realm.

But bluegrass music is mostly known for its high, lonesome sound, where singers ponder the injustices of romance in three-part harmony, sing a capella spirituals and pick instrumental numbers of pure genius. With powerful lyrics of loneliness with "an empty bottle, a broken heart, and her still on my mind," it's truly a complete musical package.

Classic country goes back to the beginnings of country music in the early 1920s until somewhere in the late 50s and early 60s. People like Jimmie Rodgers, Hank Williams, Patsy Cline, Willie Nelson or even Johnny Cash fit into this category, and are generally considered the folks who shaped the genre.

It was in this classic genre that I personally grew to like country music, because — regardless of the fact that they cater to the trends and speak the vernacular of my grandparents' prime — their music is beautifully simple and lyrically impressive.

With only an acoustic guitar, or perhaps a pedal steel (that's the whining guitar sound) or maybe even an elec-

trified rhythm, these people sing lyrics like Williams' "I could tell myself that I don't miss you, my lips could tell a lie but my heart would know," or Cash's "You ask me why she's gone and left me? I don't know, I can't say. I don't like it but I guess things happen that way."

The first time I listened to these songs, I had one of those moments when you say, "That's it!" I'd heard plenty of music in other genres that carry the same potency, but classic country has the familiarity of a life-long friend and the warmth of an old wood stove.

But all of this doesn't matter if you don't like the sound or have a hard time forcing a wild turkey chase from your mind when you hear a banjo. And that's all valid, because, hey, country and bluegrass isn't for everyone. Just promise me the next time someone asks what kind of music you like that, at the very least, you'll say: "I like everything but country, which I tried, and still hated."

Andre tried Muzak, and he still hated it.

NEWS

GC celebrates 20 years of Umble Center

by Erin Flory

The GC community celebrated the 20th anniversary of the John S. Umble Center Tuesday with an Afternoon Sabbatical program by Doug Liechty Caskey, Umble Center director and associate professor of communication and theater.

The program also included an address by Umble Center architect Weldon Pries and readings presented by students from Liechty Caskey's acting class. The readings included excerpts from speeches given by President Emeritus J. Lawrence Burkholder; the late Roy H. Umble, professor emeritus of communication; Goshen attorney Charles Ainlay ('41), a student of John S. Umble; and Pries.

Liechty Caskey ('82), who returned to GC last year, said, "I chose to return in part because there is no theater facility or performance space I've encountered on the numerous campuses on which I've trod that equals the beautiful Umble Center."

"It is exciting to work in the Umble Center as primarily a performance space, but also because it draws the campus and community together for a variety of pub-

lic events. I take it upon myself to constantly remind our current students of the architectural gem they have to work with," he added.

As the designer, Pries spoke on his vision for Umble Center and discussed the buildings' unique features, including acoustics, audience-participation factors, colors, materials and art installations.

Pries recalled originally wanting Umble Center to be off campus around a "nature area" and to be a place where students could relax and express themselves.

During the process of designing Umble Center, Pries had over 200 drawings on the building, as well as many drawings on the individual rooms in order to find the right design or "feel" for each room.

"For its size, it's a rather complicated building," Pries said.

In reference to the "plain" concrete material used on the building, Pries explained, "In the world of drama you don't try to hide things but to show them as they are."

Of the "gathering" or main area of Umble Center, Pries said, "I wanted to make sure people saw it as an interactive facility. I wanted to give it some sense of assembly, like a community."



Doug Liechty Caskey

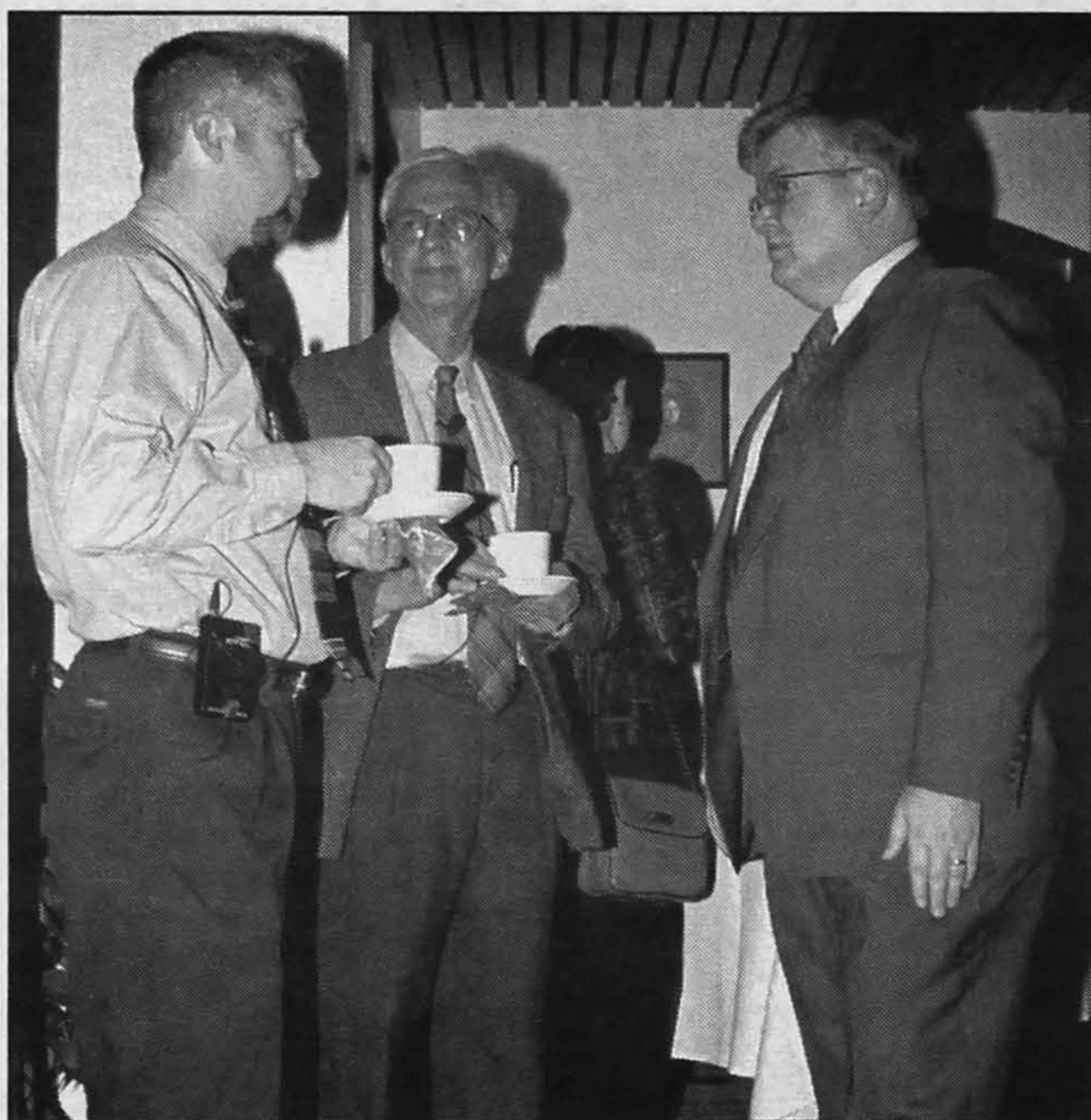
Thus, Pries designed the seating in the main area to be "wrap-around," in order to "bring people together and to make them aware of each other."

Other features include 309 permanent seats, plus seating with certain stage and balcony arrangements, faculty offices and classrooms, dressing rooms, scene shops and prop rooms.

Pries ended by reminding the audience of the importance of Umble Center.

"The building is intended for people — to listen and perform, to see and imagine, to discuss and learn, and to work and create. All of us — designers, carpenters and masons, as well as faculty, students and friends — are a part in the building of a community."

The next Afternoon Sabbatical will be a bus trip to Chicago on December 12 to see the musical *Ragtime*.



Jon C. Stoltzfus

This is the house that Weldon built: Weldon Pries, Umble Center architect (middle), speaks with Associate Professor of Communication and Theater Doug Liechty Caskey (left) and Professor of Communication Stuart Showalter at Tuesday's Afternoon Sabbatical. Pries flew from his home city of Boston, Mass., to be present at the 20th anniversary celebration of Umble Center.

Pries, who was also GC's campus architect from 1974-'84, is a self-employed architect, specializing in religious architecture and housing, and a professor in the department of architecture at Wentworth Institute of Technology in Boston.

Though he has been back to GC occasionally within the last several years, he said, "It was good to see the building again." Throughout the four years during Umble Center's construction, Pries made the trip to GC often, sometimes every three weeks.

Pries earned his graduate degree in architecture from the Minnesota Institute of Technology (MIT).

VIP from pg. 1

j establishing peer mediation programs.

According to Beck, start-up funds are much easier to attain than sustaining funds for an organization such as VIP. This year, however, a large contract with a school district did not materialize, and the community mediation program did not bring in the revenue anticipated.

As a result of these and other factors, VIP experienced a serious cash shortage as it moved towards 1999.

Beck said that when the board believed the "risks of entering a new year without adequate funding were too great," it decided to close VIP indefinitely.

The board was anticipating sending its annual fundraising letter out to the community last week. The December fund-drive is the biggest of the year.

The VIP board and staff are working to find funding for one or two staff people for an additional six weeks. The goal of these positions would be to provide for transfer of VIP programs to other local agencies.

Both the United Way and the City of Elkhart are likely sources for this six-week funding.

VIP staffers were shocked by news of the closing. "We are distressed because of our inability to fulfill commitments that had been made," said Yoder Holsopple.

GC grad from Haiti speaks on violence

by Penn Miller

Living a life of peace in the midst of violence remains difficult in any worn-torn nation. In Haiti, homeland of Dr. Brigitte Hudicourt (GC '80), such a lifestyle requires particular strength.

Last Friday, in convocation and a luncheon with students, Hudicourt spoke as the first Alumni Scholar for the 1998-'99 academic year.

Hudicourt, an eye doctor in Haiti, described violence in her native country, which has suffered political turmoil and repression under several dictators.

"I grew up in violence," she said in her convocation address. She told of a cousin

who was thrown in prison and an uncle who was buried alive for political reasons.

According to Hudicourt, violence against Haitians is not only physical, but also includes emotional and intellectual abuse.

"In the richest nation in the world, I could not believe children were begging for food."

—Dr. Brigitte Hudicourt

Hudicourt completed an MCC assignment in Miami in 1980. She described the abuse Haitian refugees suffered

as worse than the physical violence she witnessed in Haiti. She said Americans stigmatized the refugees as inferior and that fellow Haitians back home gave the refugees no sympathy.

Hudicourt said the worst violence she ever witnessed was watching two young boys shivering at a bus stop in Chicago. There, violence existed in the unfair distribution of resources.

"In the richest nation in the world, I could not believe children were begging for

food," she said.

During the luncheon, Hudicourt's presentation focused on the challenges of being an eye doctor in a Third World country. She said her job is complicated by volunteer doctors who come to Haiti to perform free surgeries, making it hard for her to charge for her services.

She noted, however, that such volunteer efforts can be positive if they are experiences of "teaching and sharing."

Hudicourt said her pacifist beliefs are tested in Haiti, where organized crime is on the rise. Her husband insists on keeping a gun in the home, despite her protests.

Hudicourt explained that she chose to return to Haiti instead of practicing in the United States because she wanted to make a difference in a country where there was so much suffering.

Only one eye doctor exists for every 187,000 people in Haiti, and more than half the people who need eye surgeries cannot afford them, Hudicourt said.

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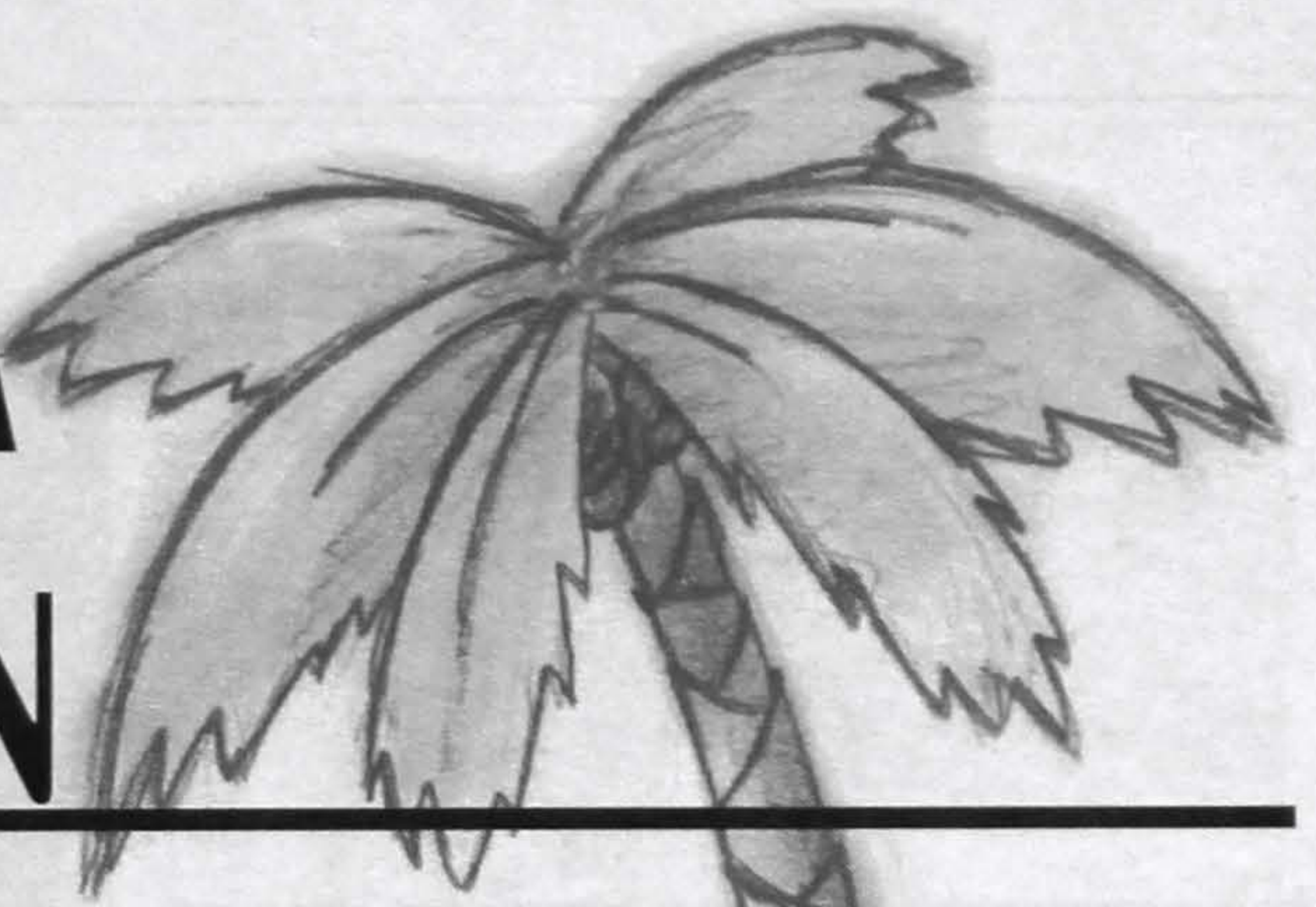
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SARASOTA EXTENSION



Banquet brings clarification to GC's purpose and program in Sarasota

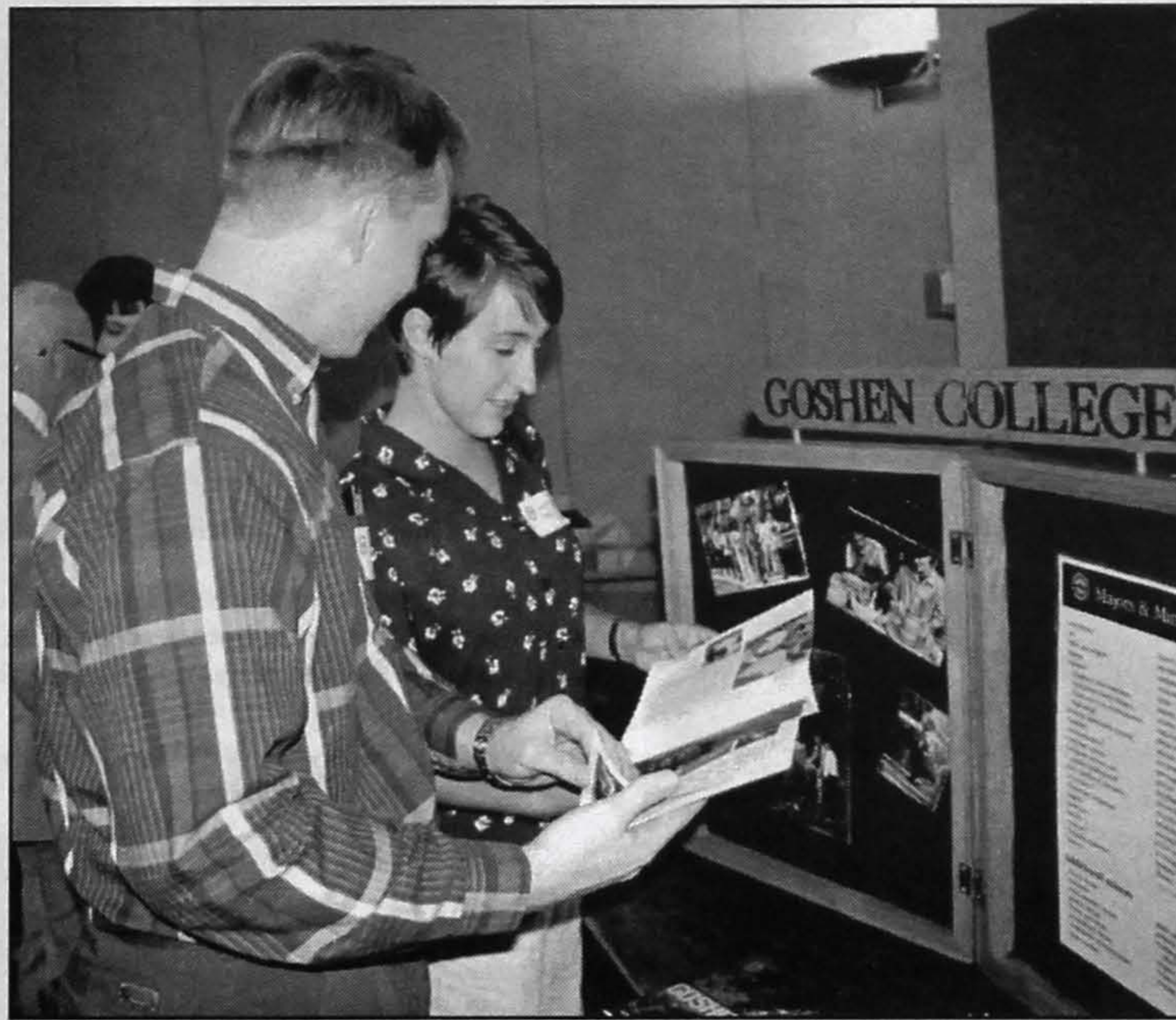
by Amy Gingerich

GC's Sunshine Project ended last week and Sarasota Extension offices at 3737 Bahia Vista Street opened for celebration.

Inaugural ceremonies kicked off Friday evening at a banquet for alumni and friends of GC. The mayor of Sarasota, Jerome Dupree, addressed the audience, stressing the need for lifelong learning for Sarasota residents and emphasizing how GC will fit into the community.

"The main reason that I came tonight is to say to you ... welcome to the city of Sarasota. One thing that the city of Sarasota needs is education. We need to extend the education that is available to us," said Dupree.

Jim Miller ('93), director of GC in Sarasota, said that the extension will "meet the needs of the non-traditional student." He emphasized how non-traditional students fall in line with the college's mission to meet the needs of the church.



Above: Recent graduates Ed ('98) and Laura ('97) Glick Yoder, now residents of Sarasota, attended the banquet and open house to show support for their alma mater and learn more about Sarasota Extension projects and course offerings.

Provost John Yordy placed the opening of the Sarasota Extension in the context of GC's broader mission. Giving a brief overview of the Mennonite Church and the commitment of its members, he outlined GC's priorities for the next several years.

Yordy specifically spoke on broadening the college's mis-

sion by offering selected graduate and external programs to serve the needs of a more diverse student population. Sarasota Extension, he said, will meet this strategic goal and change the operation of GC. Yordy said that events during the past year, including announcing the expansion, have already

changed GC, but he emphasized the possibilities for GC that Sarasota Extension provides.

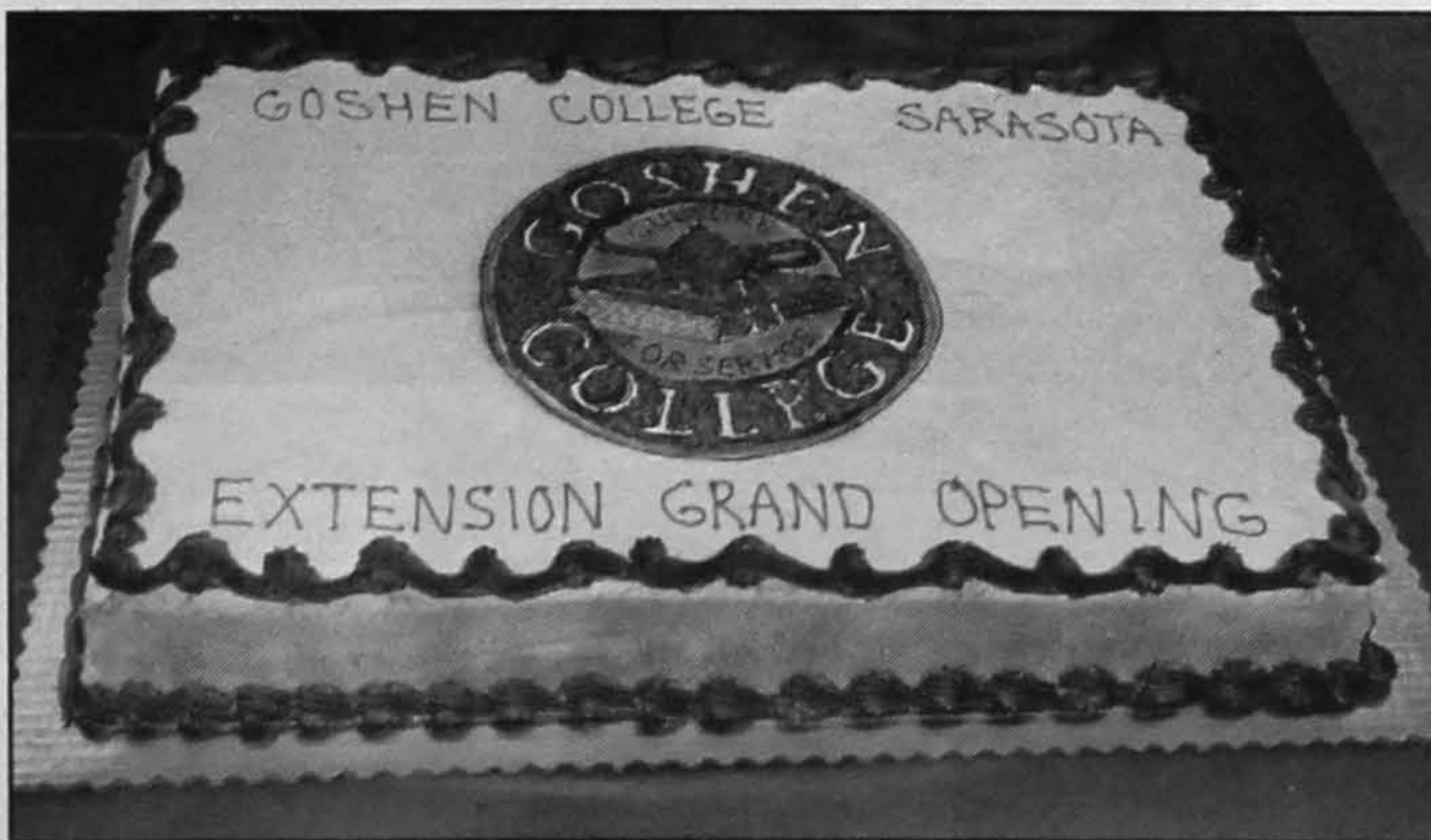
Miller clarified why GC has moved into the city of Sarasota. By offering Bible classes, Sarasota Extension will meet a need formerly filled by the now-defunct Southeast Bible Institute.

GC hopes to develop part of Sarasota Extension as an Institute for Learning in Retirement (ILR), said Miller. While ILRs have existed for over 30 years, a strong demand for continuing education among retired persons still exists among Sarasotans.

Miller continues to work with Sarasota constituencies to investigate the possibilities for developing ILRs. However, ILR programs are not slated to begin at Sarasota Extension until late January.

The third priority for Sarasota Extension, according to Miller, relates to computer-oriented learning. Last week, seven GC computer-oriented classes began at Sarasota Extension.

"We'll continue to explore the possible adventures for GC. We want to continue to dream, to brainstorm and to do education in the Sarasota community," said Miller.

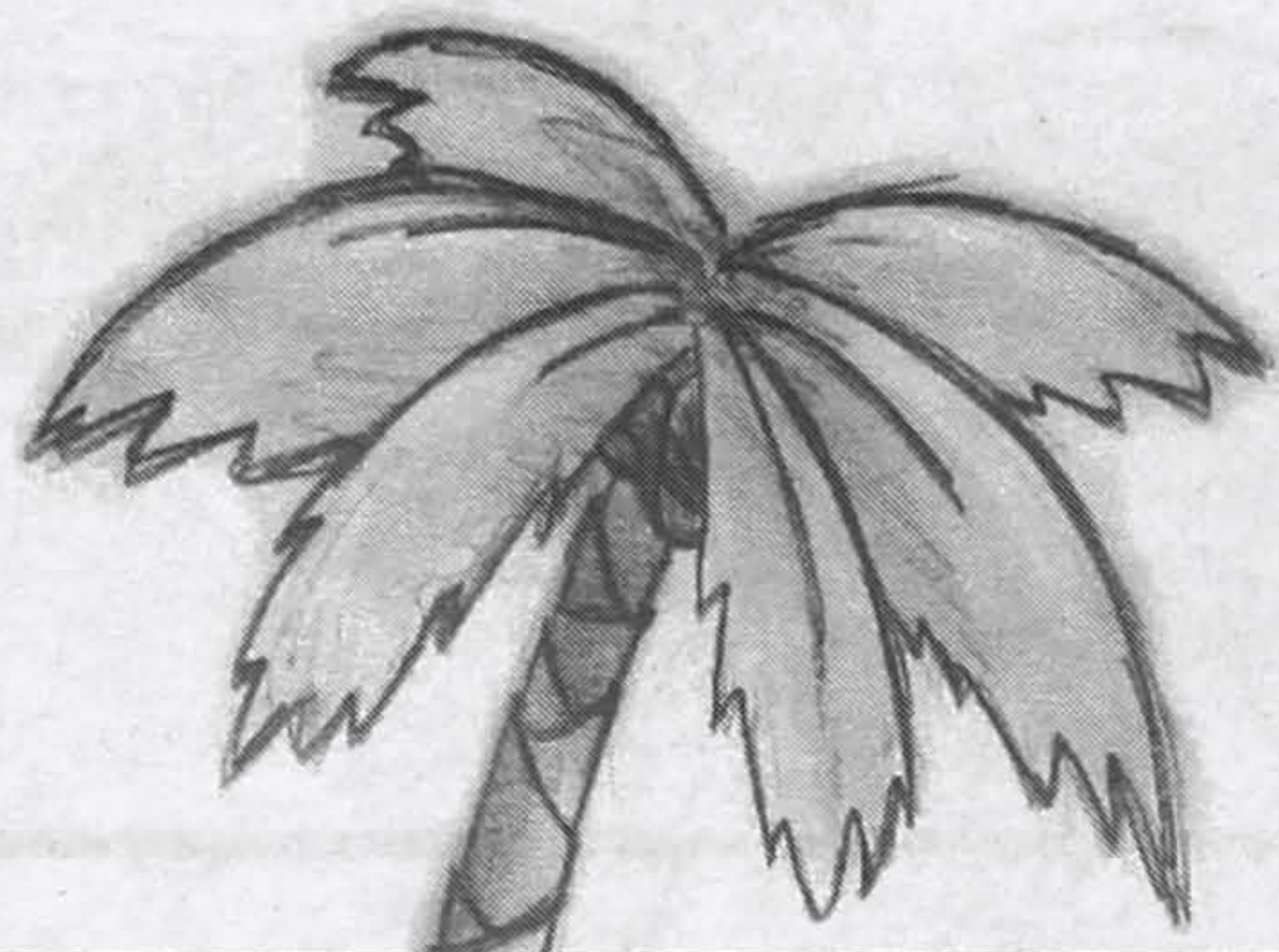


Top Left: Mayor Dupree addresses the audience at the banquet. Center Left: Herb Liechty examines a Sarasota Extension brochure to find out more about course offerings. Bottom Left: A view of the GC cake to celebrate the weekend events. Bottom Right: GC Friends learned more about the college throughout the evening as they listened to presentation by John Yordy, Jim Miller, Mayor Jerome Dupree and others.

Learn more about GC moving into Sarasota:

- p. 6 Sarasotans' reactions to the opening
- p. 7 What Sarasota offers a Mennonite community
- p. 8 Current and upcoming classes offered at the Sarasota Extension

SARASOTA



Top Right: The entrance to GC's Sarasota Extension. **Top Left:** Dawn Graber talks about her experiences at GC with Rick Stickney. **Center Left:** A scene from Sarasota Bay. **Bottom Left:** A local musician performing at 10,000 Villages. **Bottom Center:** A palm tree along the beach. **Below:** Jim Miller helps a guest sign-up for a class.

Sarasotans celebrate GC's expansion

by Amy Gingerich

Approximately 150 people, including GC alumni, students and friends attended an open house at the new office of Sarasota Extension on Saturday. The office, located in the midst of the Mennonite and Amish population in Sarasota, Fla., occupies one suite in a mini-mall.

While some came to see the new office, others sought answers to questions concerning the purpose of Sarasota Extension. Still others came to find out more about GC's program and mission.

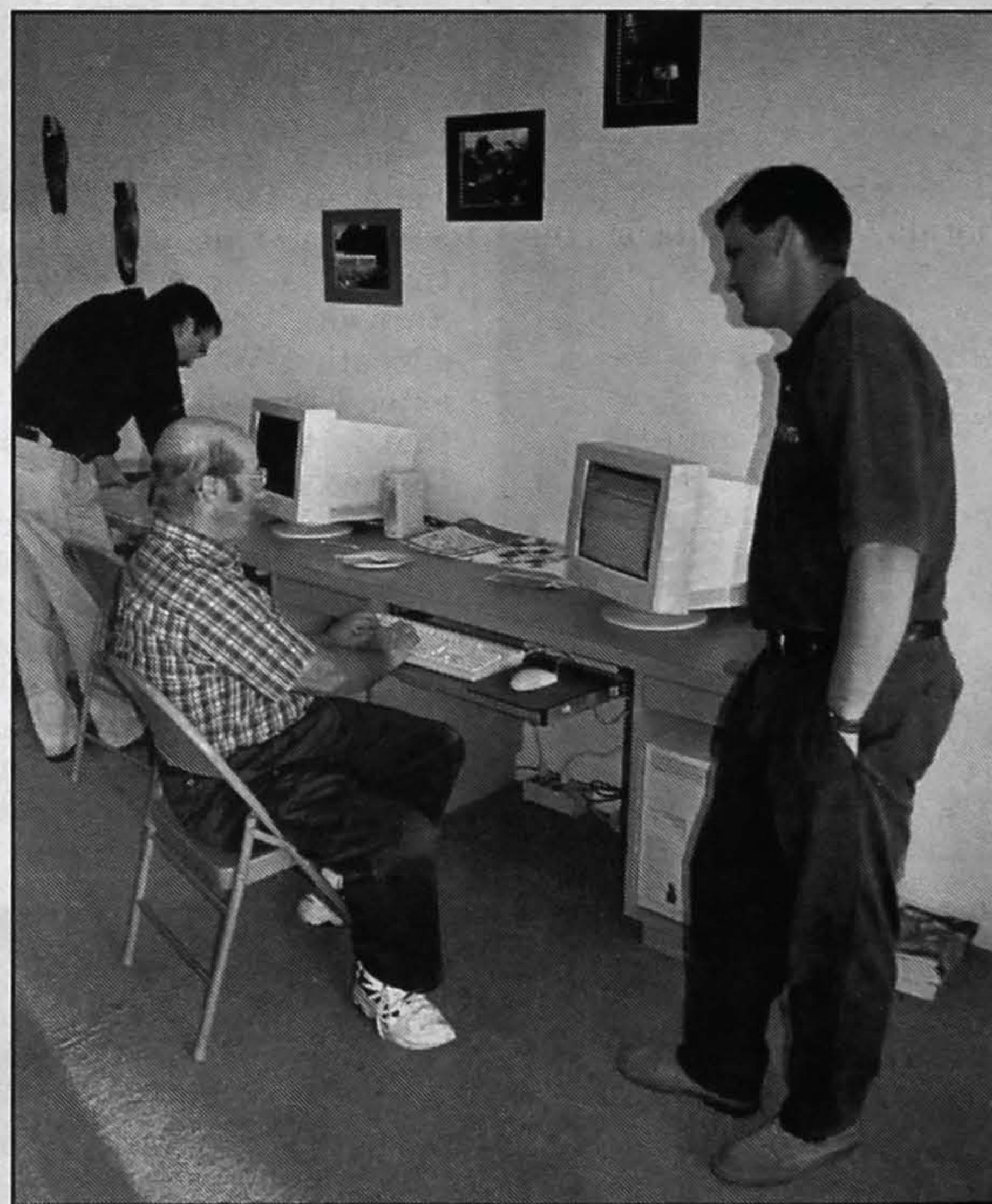
Jim Miller, director of GC in Sarasota, stressed that "Diversity is as important to us [in Sarasota] as on the Goshen campus." He continued, "We want to be intentional about not becoming a program just for retirees."

Nelson Hostetter ('50) said he came to show his support for GC. "I think there will be a niche for GC in Sarasota," he said.

Hostetter, who lives in Sarasota during the winter months, believes that GC will first reach an older segment of the population in Sarasota. "I think the uniqueness of a church college in Sarasota will attract some youth, too," he said.

Hostetter, who recently wrote a book on Anabaptist groups, said some conservative Mennonites in the Sarasota area have reservations about Mennonite higher education and GC in particular. He believes GC's presence in Sarasota will help to strengthen congregational ties to the college.

In addition to building church ties, Sarasota Extension will provide adults in the community with



courses relating to their jobs or personal interest areas, said Dawn Graber ('82), a member of the GC-Sarasota Extension Advisory Board.

Graber, a Sarasota resident, said, "This year it might first attract older adults or persons from churches. As we become more known, I hope that we can figure out a way to incorporate the high schoolers."

She hopes Sarasota Extension will offer advanced courses to Sarasota Christian High School students as way for them to receive college credit.

The open house also attracted other Sarasotans, like Rick Stickney, a graduate of Notre Dame, who was familiar with GC and learned about the expansion in *The Sarasota Herald Tribune*.

Miller hopes that by bringing GC professors to Sarasota as scholars in residence, GC will reach further into the Sarasota community. For now, his main task is to keep the computer classes filled and anticipate Bible, religion and Spanish courses that begin in January.



SARASOTA

Sarasota region features growth, culture, diversity

Multicultural city more than a Mennonite haven.

by Amy Gingerich

Although many GC students have heard of Sarasota as an Anabaptist retirement haven now home to a GC branch campus, the racially-diverse city of 400,000 offers more than traditional Amish or Mennonite restaurants.

Sarasota's beaches — including those along the Gulf Coast and the Sarasota Bay — draw numerous tourists and the year-round climate supports many outdoor activities.

The city is also home to theaters, ballets, operas and the French Film Festival. John Ringling, a circus magnate, built a mansion in Sarasota and the city boasts the Ringling School of Art and Design and the Ringling Museum.

Sarasota's public school system serves over 36,000 students and supports nine high schools. Colleges and universities also flavor life in Sarasota and, in addition to the Ringling school, include the University of South Florida, New College, the University of Sarasota, Eckerd College and Manatee Community College.

Sarasota county and neighboring Manatee and Charlotte counties form the third-fastest growing market in Florida. Sarasota's business market has grown four times faster than the national average for the last five years and one-third of the city's population consists of retirement age persons.

While Sarasota contains large populations of numerous racial and ethnic groups, it remains a highly segregated city.

A segment of the Mennon-

ite population in Sarasota lives along Bahia Vista Street in communities including Pinecraft and Sunnyside Village. The city is home to 15 Mennonite churches and two Mennonite schools (Sarasota Christian and Sunnyside School).

The Mennonite and Amish community in Sarasota dates back to 1927, when four young Amish men traveled from Ohio to Florida hoping to spend their winters in a warmer climate. Their families eventually settled in Sarasota, where the winter population of Mennonites and Amish now swells to more than 5,000.

Senior Jill Liechty, of Sarasota, said she hopes GC's Sarasota Extension will "bring more understanding to Sarasota concerning the Anabaptist faith."

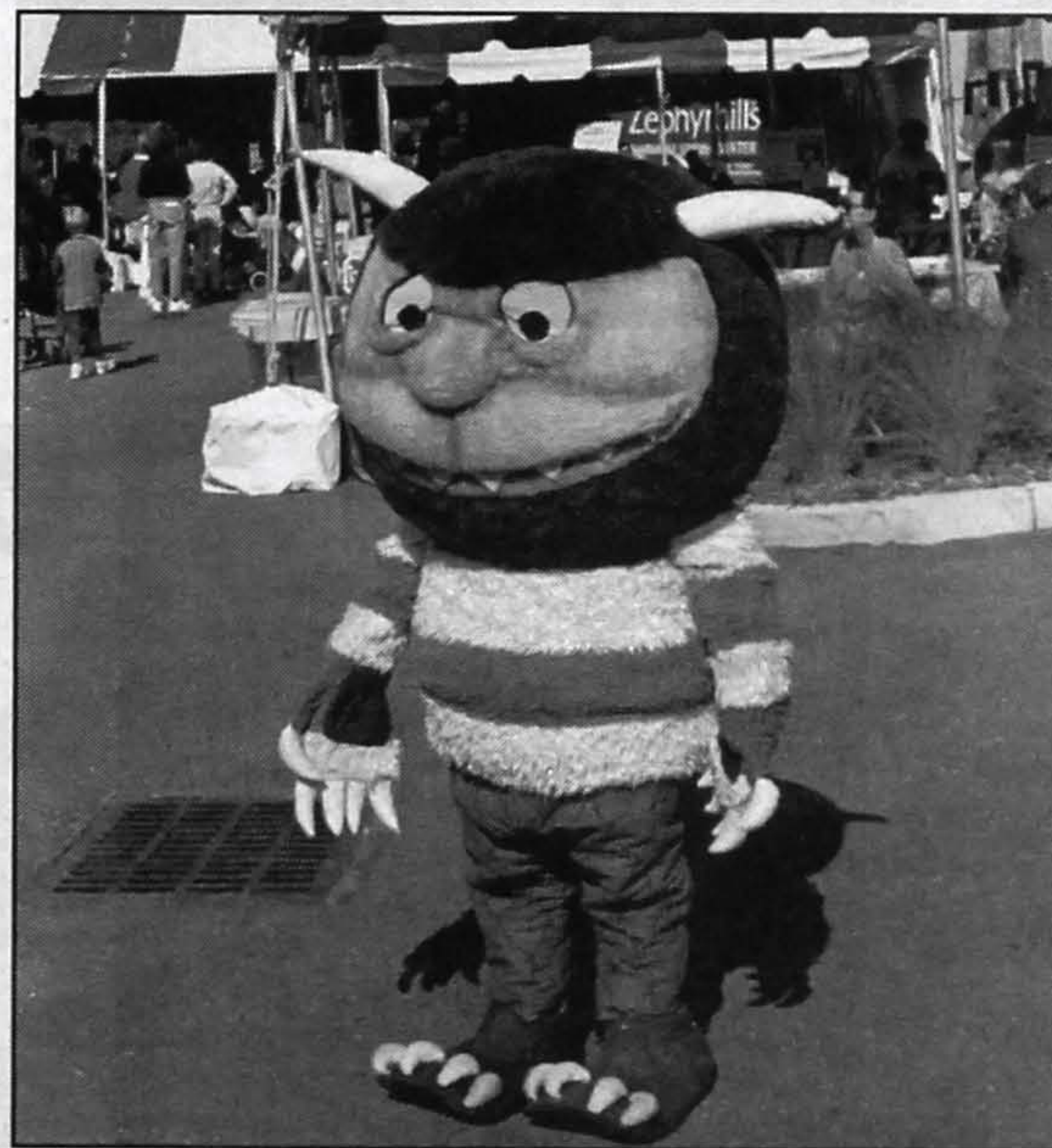
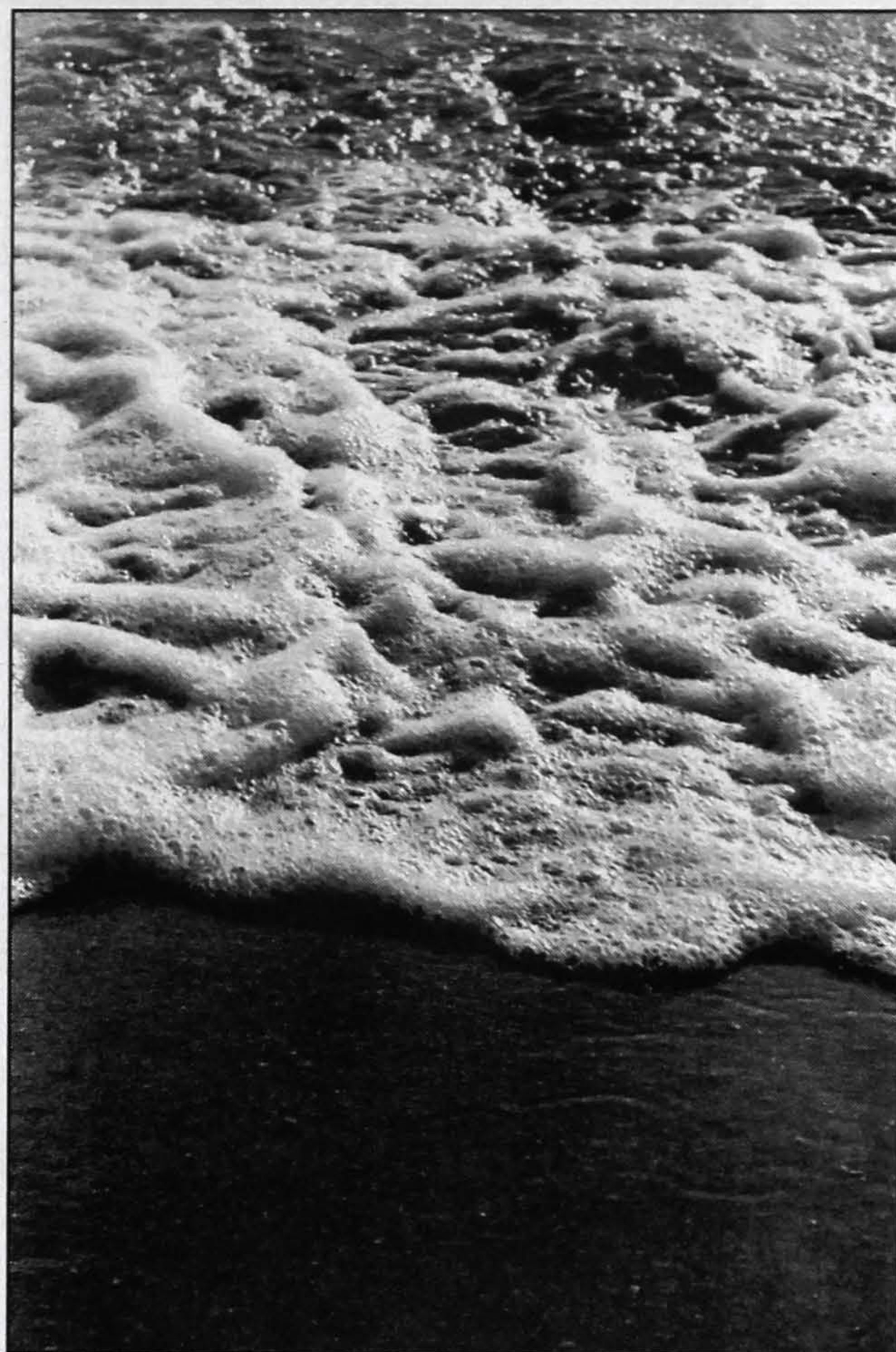
Sarasota native and junior Sheena Yoder said Sarasota Extension could benefit young adults in the community "who often do not go to college, but realize that taking some classes would be beneficial."

"I would love to see the Sarasota facility have more classes, not necessarily a four year degree in all majors, but maybe some two year programs in computers and business ... I think the facility should continue to have Mennonite-related classes and Bible, religion classes because I can see laypeople in the church being interested in those," she added.



Area Attractions:

- Sarasota Film Society
- Project Black Cinema
- Florida West Coast Symphony
- Mote Marina
- Marie Selby Botanical Gardens
- John and Mable Ringling Florida State Museum
- Pelican Man's Bird Sanctuary
- Parker Manatee Aquarium
- Van Wezel Performing Arts Hall
- Sarasota African Film Festival
- Sarasota Ballet Festival and International Choreography Competition
- Medieval Fair
- Sarasota Jazz Festival



Above: A view of the entrance to Ringling School of Art and Design. Top Right: The shores of the Gulf of Mexico. Center Right: A creature from *Where the Wild Things Are* and other storybook figures visited the Sarasota Reading Festival. Bottom Right: A pelican in the Pelican Man's Bird Sanctuary.



SARASOTA

Wide range of classes planned for Sarasota

GC hopes to draw diverse spectrum of city, bringing success to extension

Laura K. Sider

Sarasota Extension inaugural classes in computer application and technology began last week. The seven fall computer courses precede the Winter Term, which will offer classes in biblical studies, theology, the arts and spirituality and language.

Miller said that the January 1999 Winter Term courses, which are divided into sub-terms, are designed to provide access to quality Christian education for the Sarasota community and beyond.

"Our program will give congregations in the area a vehicle for taking their existing efforts in Christian education a step forward, or provide a program where there is none," Miller said.

The Winter Term courses offered are The Gospel of John, Spanish I, Psalms, Faith on the Internet, Contemporary themes in Anabaptist history, Strategies for survival for the Christian family in a secular society, and Hymns: from ancient to modern and Origins.

The classes are offered on a non-credit basis, with the exception of Contemporary themes in Anabaptist history taught via e-mail and the Internet by Professor of History John D. Roth.

Roth said, "I see the course as an opportunity for a wide range of people who live far from Goshen to participate in an informed conversation about Anabaptist-Mennonite history and thought. Our strengths in

Anabaptist-Mennonite studies are not something that any community college can offer. The course will make the Sarasota audience its special 'target' but we will also make it available to anyone who has access to the Internet."

Doris Stephenson, Spanish instructor for the Winter Term, said her course will emphasize culture as well as language to provide a strong base for a fluent understanding of the language.

"Sarasota has a substantial Spanish-speaking population and we hope to find tutors for people in the community through the course," she said.

Some Winter Term courses will be taught at Bahia Vista Mennonite Church and St. James United Methodist Church.

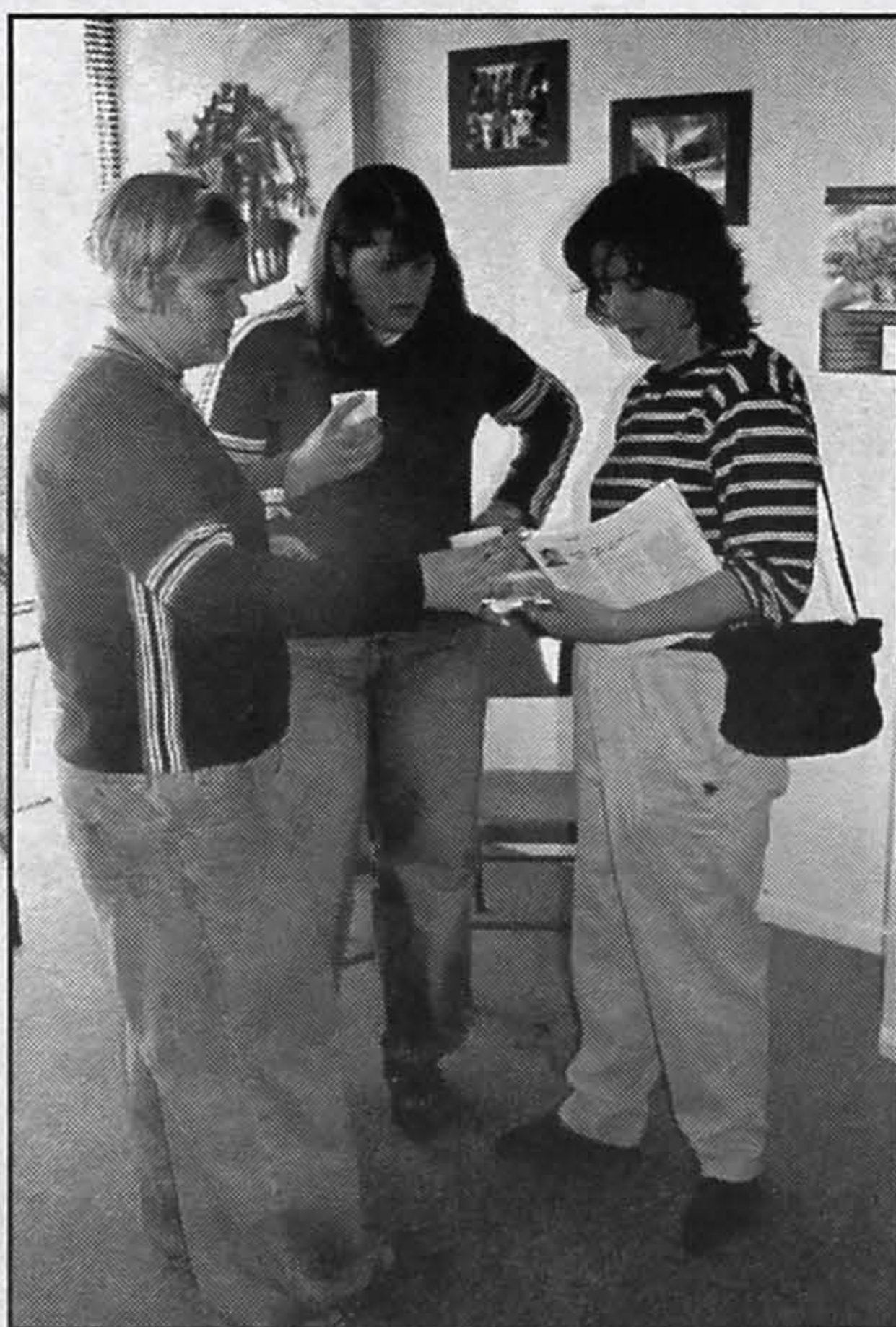
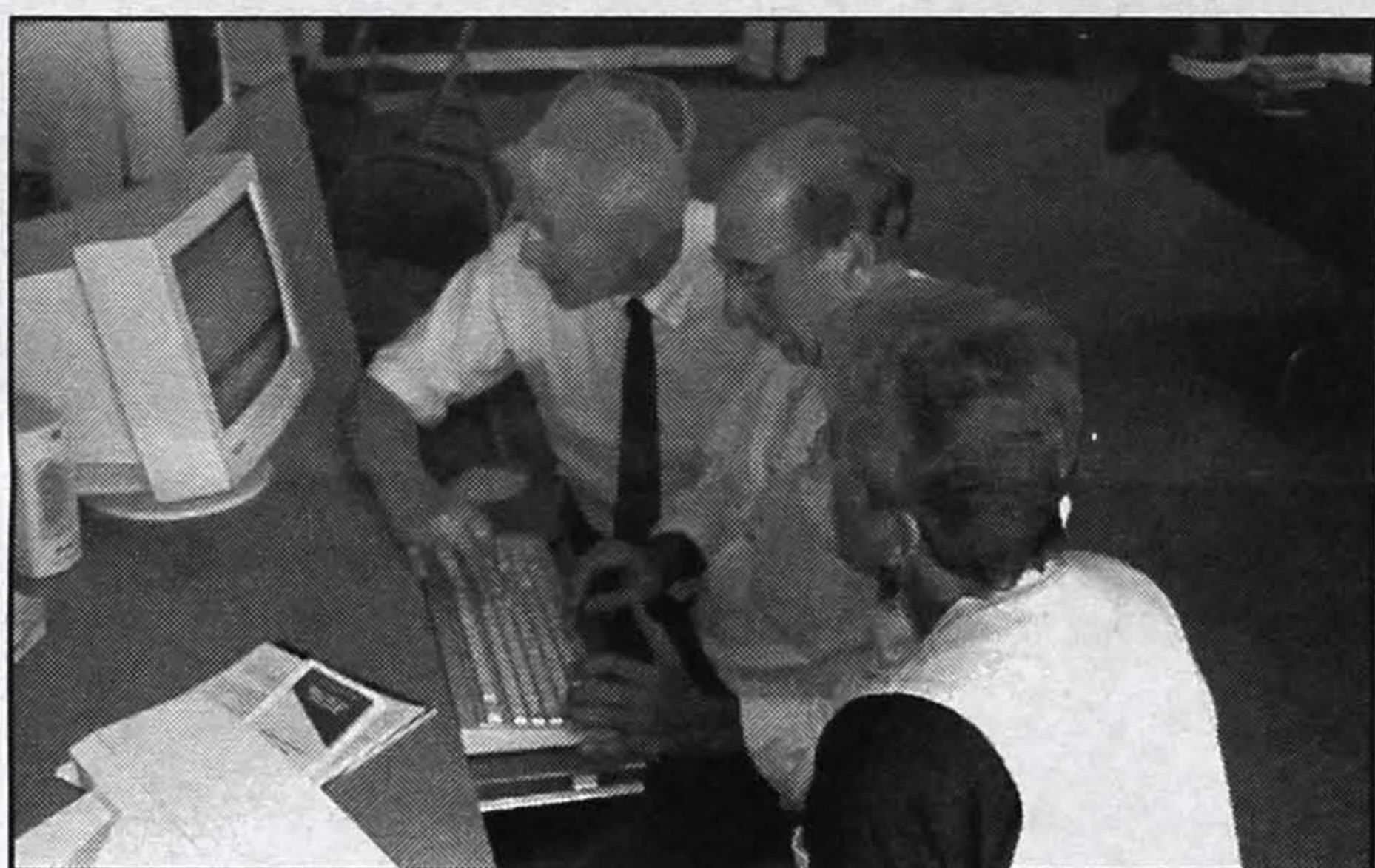
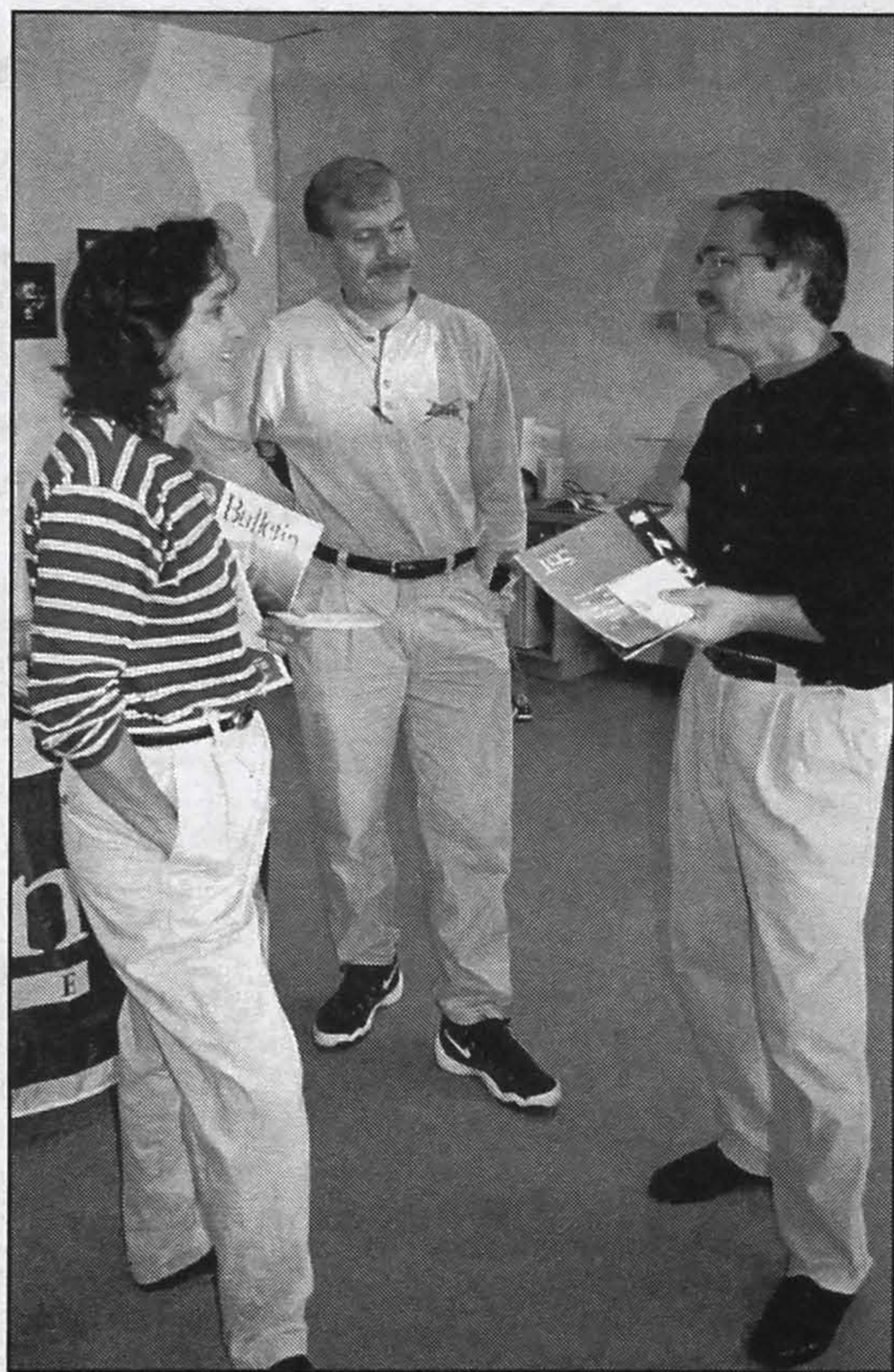
The computer courses will be taught at the Bahia Vista office and are limited to 14 students.

Miller explained, "We have heard a lot of complaints from students at other schools in the area about the lack of good response from teachers. Our classes are starting small in order to cater to individual needs."

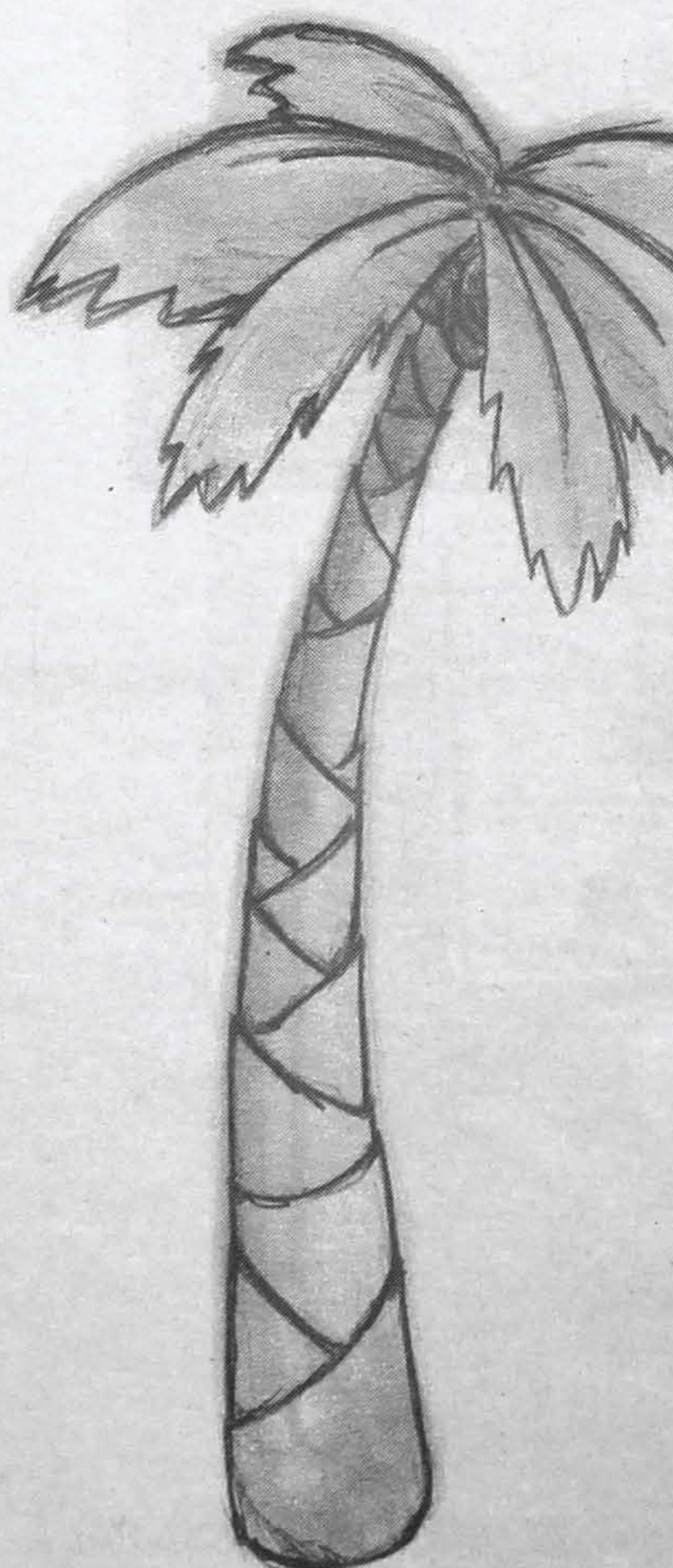
In addition to the Fall and Winter Term courses, Sarasota Extension will eventually offer an Institute for Learning in Retirement (ILR). An ILR program would allow for older adults to continue their education in various subjects and course formats.

Miller said, "We want to affirm learning as a life-long activity. An ILR is a way to connect with the large segment of the population with a desire for continued learning."

Constituencies in Sarasota working with GC to develop the member-driven ILR are Sunnyside Village, local Mennonite churches, Elderhostel and the Mennonite Association of Retired Persons.



Top Left: Friends of GC discuss the new program at the open house. **Middle Left:** Provost John Yordy helps guests to log in to one of the new computers. **Center:** Area high school students look at GC promotional materials during the open house. **Bottom Right:** Jim Miller discusses class options with a Sarasota resident.



ARTS

GC Music groups present fall concerts

by Andrea Springer

Like the vivacious colors of autumn, choral and orchestral performances will liven campus in the coming weeks.

In its third year, the Fall Choral Festival has become a GC tradition.

The concert features the GC Chorale and the GC Chamber Choir, both directed by Professor of Music Doyle Preheim.

Preheim said, "The Choral Festival provides the choirs with an opportunity to do a major performance in the fall, and provides the campus and community with a chance to hear the choirs for the first time."

The Chorale will begin the program with a variety of pieces, including twentieth century madrigal compositions by Robert Young.

Frosh Renee Adkins and Abigail Martin will be the featured soloists, while junior Steve Clemens and frosh Jason Syzdek will play the drums on *Hombe*, an African

piece.

In the last section of the concert, accompanist Kenneth Kauffman and a student string trio will

Adjunct Professor of Music Lee Dengler.

The following weekend the GC Wind Ensemble & Orchestra will present a concert consisting of two parts.

The Wind Ensemble will make its debut under the direction of Assistant professor of Music Michael Harley in the first half of the concert.

During the second part of the program, the orchestra will perform a piece under the direction of Associate Professor of Music David Mosley.

The orchestral performance will close with Beethoven's "No. 5 Concerto," featuring Professor of music Marvin Blickenstaff on the piano.

Senior Wind Ensemble and Orchestra member Kristen Metzler said, "Listening to Marvin is incredible."

"We [the orchestra] don't get a chance to hear the professors play often, so this is a special occasion," she added.

Fall Choral Festival

When: Sat., Nov. 14, 7:30

p.m.

Where: Union

Admission: \$3, Students \$1

GC Orchestra & Wind

Ensemble Concert

When: Fri., Nov. 20, 7:30

p.m.

Where: Union

Admission: \$5, Students \$2

accompany the choir.

Senior Rebecca Sieber will be the soprano soloist.

The choir will also perform a song written by



Deb Lefever

We're so proud: Parents Roy and Hope Brubaker congratulate their daughter frosh Phoebe after the choir concert at College Mennonite this past Sunday. The choir will also perform this Fri. in the Union at the Fall Choral Festival.

Review

Beloved leaves audience haunted both in print and on the screen

by Abigail R. Landis

A graveyard. Winter. On a small, simple tombstone, the word "Beloved" silently begins the haunting film.

The next three hours will reverberate for days in my ribcage, in my spine, in my skull.

Graphic images and a many-layered plot shape *Beloved* into an intense journey through Sethe's (Oprah Winfrey) experiences as a black woman who physically escapes the hellish experience of slavery, but continues to suffer its repercussions.

The demons of her past torment her, both internally and through the materialized ghost of her dead daughter, Beloved.

The film's central characters, Sethe and her two daughters, Denver and Beloved, are powerfully acted and multidimensional.

Close-camera angles engage viewers intimately with the characters' eyes, hands, scars.

Already, the tone is raw

and painful.

Having read the book, I can see the story's fierce



wounds looming in the shadows of each scene.

Based on Toni Morrison's novel, *Beloved*, the film maintains remarkable integrity to the book.

The facts of the story unroll in very similar layers in both the film and the book with only a subtle linear thread of the plot.

Morrison's image-based style finds expression in the camera's attention to the change of seasons, water,

insects, plants and color.

Despite the film's close attention to the novel, Morrison's exquisite use of language is somewhat lost among the visual and audio effects.

Minor differences in some scene sequences, nuances of characterization, and details of Beloved's appearance and disappearance craft the film into an experience distinct from the book.

Without the background of the book, the film's complexity and minimal direct explanation may be confusing and bizarrely disconnected.

Leaving the theater impacted by the story and images, however, is not dependent on reading the book first.

Fear. Anger. Nausea. Deep sadness. I ache with this story, the tedious dance with the grotesque and insane.

Portrayed as fiendish and beautiful, Beloved is disturbingly incarnate.

She first wreaks havoc in Sethe's home as an invisible

force, then appears as a sensual young woman.

Her eerie resurrection from the river, almost extraterrestrial voice and odd mannerisms add to the sense of her arrival from another world.

Beloved's supernatural presence, relationship with Denver, simultaneous naivete and omniscience, and pregnant appearance at the end can be problematic in

trying to "make sense" of the film.

Ultimately, *Beloved* is an effective expression of Sethe's haunting past.

Credits roll over the black screen. The theater drains its occupants out the back doors until it is empty except for the three of us, immobile in the fourth row.

The soundtrack beats out determined, mournful rhythms.

Charlie King to Sing at GC

Singer/Songwriter Charlie King will present a concert on Nov. 14 at 9 p.m. in Newcomer 19. Although King sings from many different genres, he is best known for his folk music. King will also give a workshop titled, "Carry it on: A History in Song of American Social Change Movements" from 6-7:30 p.m. His most recent album, "Brilliant" features traditional and contemporary Irish songs. Admission for both events is free.

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The Water Boy 3, 5, 7, 9*
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The Siege 3:30, 6, 8:30*
Antz 3, 5, 7, 9*
Rush Hour 3, 5, 7, 9*
Soldier 3, 5, 7, 9*
The Wizard of Oz 3, 5, 7, 9*

* Sat. and Sun only

Movies



FEATURES

Yoder journeys across U.S.

by Ruth Klein

Before beginning her studies at GC, frosh Jessica Yoder spent this summer traveling across the United States on a scientific research trip.

Yoder, along with 22 other students and six science faculty members from Harrisonburg (Va.) High School took part in the Coast to Coast program, which surveyed the natural history of water in the U.S.

Coast to Coast conducts research that explores the correlation between humans and the water in their environment.

As part of its research, the group traveled through 30 states and visited a total of 15 national parks.

Yoder said, "I was really interested in biology and thought it was important to get a sense of the big picture before coming to college."

"I had never really explored the United States before and didn't realize that

the landscape was so diverse. The evergreen forests, deserts and the Pacific Ocean were all amazing and so were the people," she added.

The group stayed in each park one or two nights, where activities included performing water tests and conducting wildlife surveys.

The mode of transportation was unique, said Yoder. "We traveled in a big Greyhound bus that had the seats ripped out in the back, where we had our laboratory," she added.

The bus was equipped with a microwave, a small library, probe ware and a G-3 computer. Every student received a miniature laptop, called an Apple E-mate, to write essays and record research.

The group was required to keep group and personal journals in which they recorded findings, thoughts and experiences.

In addition to learning about ecology, chemistry and



All aboard! Members of the Coast to Coast '98 group sit outside of their bus before embarking on their journey across the United States. The group traveled through 30 states and visited 15 national parks while conducting scientific research on water and wildlife. Frosh Jessica Yoder took part in the event.

biology, Yoder said the group learned more about each other.

"I really enjoyed watching the dynamics of the group. Everyone evolved during our journey, and we got to know one another better," she said.

Leisure activities provided the group with a break from studies and became an

important aspect of the trip.

"We jumped into rivers, kayaked until our arms were numb and laughed into the night in our tents," Yoder said.

Yoder said the teachers played a significant role in the group's trip. "Our experience wouldn't have been possible without our inspiring,

buoyant teachers."

Yoder and other group members have given presentations and shared with others what they learned on their trip across the U.S.

In summarizing the experience, Yoder said, "We felt small and big, fatigued and inspired, peaceful and awed. We will never be the same."

Students enjoy food and socializing at "noodle night"

by Heather Ulrich
Katie Hershberger

On Thursday nights, when many get the late-night munchies, a number of GC students gather on Miller 4th for a non-traditional snack.

Each week senior Pong Sixiengmay cooks noodles for anyone who is interested and hungry. Over 15 people, including off-campus residents, typically attend the event commonly referred to as "noodle night."

The Thursday night event originated last spring when Sixiengmay made noodles once a week for two friends. The three friends decided to continue their weekly noodle tradition this year.

The title "noodle night" was adopted when others heard about it and asked if they could join the noodle party.

Sixiengmay, who moved from Laos to Sugar Creek, Ohio, at the age of three, uses Laotian ramen noodles, adding spices, vegetables

and occasionally chicken. The result is a dish that neither Marriot nor store-bought ramen noodles can vie against.

When given a choice of either eating at Marriot or cooking for himself, Sixiengmay answered, "I would have to choose my own noodles."

Noodles are not the only dish he makes, however. Sixiengmay usually cooks for himself three times a week, making foods including fried rice, noodles with chicken and chicken with oyster sauce.

Although he is able to make a variety of dishes, Sixiengmay sticks to noodles on Thursday nights.

"If I had time, I'd love to make the other foods for people, but noodles are the easi-

est to make in large quantities for the number of people that come," he said.

For some students, noodle night is a nice break from Marriot. Frosh Dikshya

"The noodles are good and the company is engaging. They are the best noodles I've ever had and are unlike anything you can get in a restaurant."

- Emily Whitehead

Adhikari, who attended once, explained, "It makes me less homesick. The noodles are similar to the ones I make at home."

Sophomore Arun Rana stressed the social impor-

tance of the event. He said, "Whenever I want to socialize, it's one of the best places to go."

Rana and Adhikari both mentioned that noodle night makes it possible to meet new friends.

Both said they met people at noodle night whom they might not have met otherwise.

Rana also mentioned that the dollar contributions people provide does not compare to the time and effort Sixiengmay spends cooking the food.

Among the avid attendees

of noodle night is senior Emily Whitehead, a friend of Sixiengmay's.

She said she attends noodle night because "the noodles are good and the company is engaging. They are the best noodles I've ever had and are unlike anything you can get at a restaurant. Pong is one of the best chefs I know."

Senior Lora Oswald, who has attended noodle night two or three times, echoed Whitehead's sentiments.

She explained, "It's a good late night snack, and the fact that it wasn't an obligation but more of a casual deal appealed to me."

"The noodles aren't just ordinary noodles - they're noodles with substance."

When asked if he has a secret recipe, Sixiengmay only admitted that the noodles are specially prepared.

"It's how we make noodles at my house," he explained.

Noodle night is held most Thursday nights at 9:30 p.m. on Miller 4th, either in Sixiengmay's room or in the kitchen.

Sixiengmay asks that each person who attends noodle night donate a dollar to help cover the cost of the noodles, and to ensure that noodle nights may continue.

What's Up?

Thurs. Nov. 12:

Campus open house

Fri. Nov. 13:

Campus open house for prospective students

GC drama improv group - NC19, 9 p.m.

Sat. Nov. 14:

Workshop with folksinger Charlie King - NC19, 6-7:30 p.m.

Fall choral festival - Union, 7:30 p.m.

Coffeehouse by Charlie King - NC19, 9 p.m.

Vita House open house/Christmas party, 8 p.m. - 12 a.m.

Sun. Nov. 15:

All campus worship - NC19, 9 p.m.

Clinton Frame Mennonite Church

- 5 Miles east on College Avenue
 - Sunday School is at 9:30 a.m.
 - Worship Service is at 10:30 a.m.
 - Transportation Available
- (See church bulletin board in Union)

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SPORTS

Cross-country gains momentum for future

by Jason Rhodes

The GC cross-country teams both finished sixth and ended their seasons in the Mid-Central Conference (MCC) championships at Marian College (Indianapolis) on Saturday.

Although both teams finished in identical positions, the circumstances surrounding each team's seasons and final race were very different.

A sixth place finish may mislead some, but the GC women ran their best race of the year with a combined time just five seconds from the mark that won the conference in 1992. Coach Rick Clark said it was also the third-best combined time in school history.

"We came into the meet with the idea that we were going to run our best race of the year, and we did just that," said Clark.

Leading GC was junior Nancy Boston, who finished 11th with a time under 20 minutes. Boston's time was just 14 seconds short of qual-

ifying for nationals, earning her all-conference honors.

Five of the six women competing had season best times. In addition to Boston, sophomore Rachel Smith and junior Rachel Glick also had career best times.

Smith found inspiration in encouraging words from Clark. "During the last week, coach [Clark] reminded me that the only race I still had control over was the one I had left," said Smith. "I think the whole team tried to just really focus on the conference meet and not worry about recent races."

Boston said, "The team ran with the strongest asset to a runner, their hearts. That is why we did such a wonderful job."

The men ran consistently the entire season, and the MCC championships were no exception. They entered the meet undermanned with only five runners, as sophomore Jason Potsander was ill and unable to compete.

Clark noted the unfortunate circumstance. "Jason

has really helped us this year. He's had some problems with injuries in the past, but this year he was healthy all the way until the MCC meet. It's very disappointing for him," said Clark.

Clark said that the team progressed well throughout the season. "We improved individually across the board," said Clark.

One improved runner was sophomore Brian Miller, who led GC with a 17th place finish at the championships.

"Brian Miller ran very well," said Clark. "Every time we saw him he was moving up on people. It was his best run of the season."

Sophomore Jon Leichty and frosh Tim Branam and Marten Beels also posted season-best times.

Miller is looking ahead to the future of the team. "This was a rough season, but everyone gained experience that will help us next year ... we hope to do better, but we will miss senior Grant Rissler who was a major part of our team," he said.

Volleyball sweeps tri-match, to face Taylor

by Griffen Bishop

As the GC volleyball season nears its end, the Leafs have apparently found a recipe for victory.

Volleyball Coach Val Hershberger led her team to a double victory last Saturday at a tri-match in Chicago hosted by Purdue University Calumet Campus (PUCC) (Hammond, Ind.). GC beat PUCC and Robert Morris College (Chicago) to finish the regular season with a 12-20 record.

Hershberger was pleased with her team's success at the tri-match. "Individually, each player was strong against both Purdue and Robert Morris. It felt good to end regular season play with two wins," said Hershberger.

Hershberger said the play of senior Kate Willems stood out as exemplary. Willems was able to step in and perform the setting tasks without the usual help from senior Kathy Glick-Miller.

Seniors Jennifer Rice and Glick Miller worked defensively for the Leafs with suc-

cessful serve digs and middle of the court play, while frosh Heidi Foss scored for the team with her blocks and aggressive attacks.

Although the Leafs have momentum going into Mid-Central Conference tournament play, they face a challenging first-round opponent in Taylor University (Upland, Ind.), the number one seed.



Hershberger said playing against Taylor, a school ranked 15th nationally in the NAIA division, will be a stiff challenge.

"We're hoping to give Taylor a good scare and at least make them work for the win," she said.

Taylor defeated GC in regular season play last Tuesday

in three straight sets. In hopes of competing more closely with Taylor tomorrow, Hershberger plans on abandoning the 5-1 offensive strategy she used last time they met Taylor, but will stick with the regular starting line-up.

Hershberger hopes to find consistency and aggressiveness in her team, two factors which will prove key if the Leafs are to upset Taylor.

"Consistent, aggressive play is necessary when we're playing against a team like Taylor that is able to capitalize quickly on our mistakes," said Hershberger.

Foss found one advantage in playing against Taylor. "As a team playing against Taylor in the first round of the tournament we have nothing to lose," she said. "We're just looking for an upset."



Jon Stoltzfus

He got game: Senior Paul Gayler shows off his skills in the paint, driving to the basket for a smooth two points against an Indiana Tech defender. Gayler and his teammates lost a barnburner to Tech on Tuesday night by score of 79-77. The next home game is Saturday evening at 7 p.m. GC will take on Taylor University of Fort Wayne.

Bad luck comes in threes

by James Eash

The number three has started haunting the GC men's basketball team. A week after losing to IU-South Bend by three points, the Leafs fell to nationally ranked Indiana Tech (Ft. Wayne, Ind.) on a desperation three-pointer with three seconds left.

After last year's 39 point loss to Indiana Tech, GC went into Tuesday's game looking for revenge. The Leafs came away disappointed with a heartbreaking 77-79 loss.

Coach Todd Bacon focused on the positives of the loss.

"Any time you lose a game on a shot like that, it's tough, but I was pleased with how we played. We stuck to our game plan by pounding it down low and going to the free throw line, but tonight we were just unlucky," said Bacon.

The game was evenly played, with few runs by either team. However, GC took control with eight minutes remaining in the first half as frosh Todd Janes drained a three-pointer and grabbed a steal on the ensuing play, dishing the ball to junior Matt Littleton for an easy lay-up.

Janes' next defensive rebound resulted in a three-pointer by junior Ben Johnson, who ended the game with 24 points. Despite attempts by Tech to rally, the Leafs kept their composure and went into halftime leading 43-38.

Tech rallied in the second half, slowly eating away at the lead until it dwindled to three points with four and a half minutes to go.

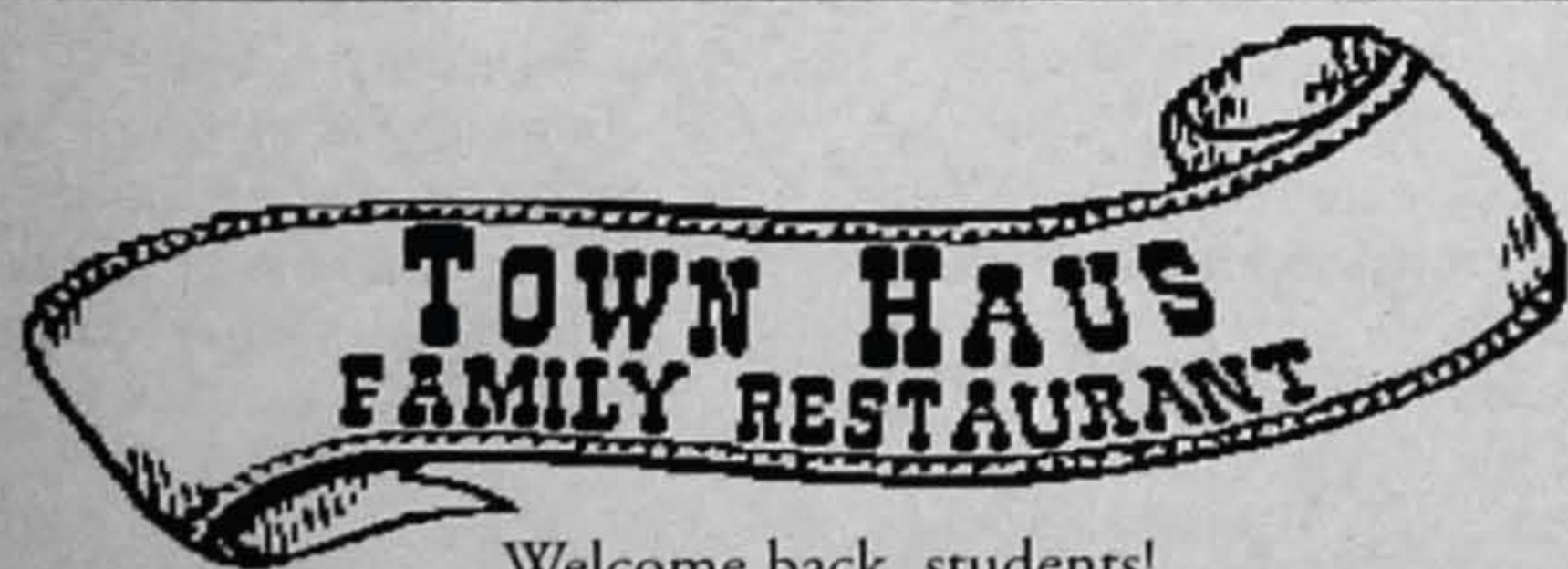
In the final two and a half minutes, the Leafs missed three consecutive shots and were called for a crucial shot clock violation with only 23 seconds remaining.

On the final play, GC's defense came up big, stripping the ball from Tech and sending it rolling to the three-point line, where Tech senior Joe Taylor stumbled across it and tossed up a blind desperation three that bounced on the rim and eventually fell through.

Johnson's half-court heave on the following play fell just short, dropping GC to 1-2 on the season.

Even after the tough loss, Bacon is looking ahead to upcoming games. "It will be interesting to see how the guys respond, because there's a lot of basketball left to be played this year," said Bacon.

The Leafs will have another chance at victory this Friday when they host Taylor of Fort Wayne at 7 p.m.



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Results

Cross Country: MCC Championships

Men: Finished 6th of 8
Top Finisher:

Brian Miller (17th)

Women: Finished 6th of 8

Top Finisher:

Nancy Boston (11th)

Volleyball: PUCC tri-match

Defeated Robert Morris

15-13, 15-8, 15-3

Defeated PUCC

6-15, 15-5, 15-10, 15-5

Record: 12-20

Men's Basketball

Defeated IU-East 113-73

Lost to Indiana Tech 77-79

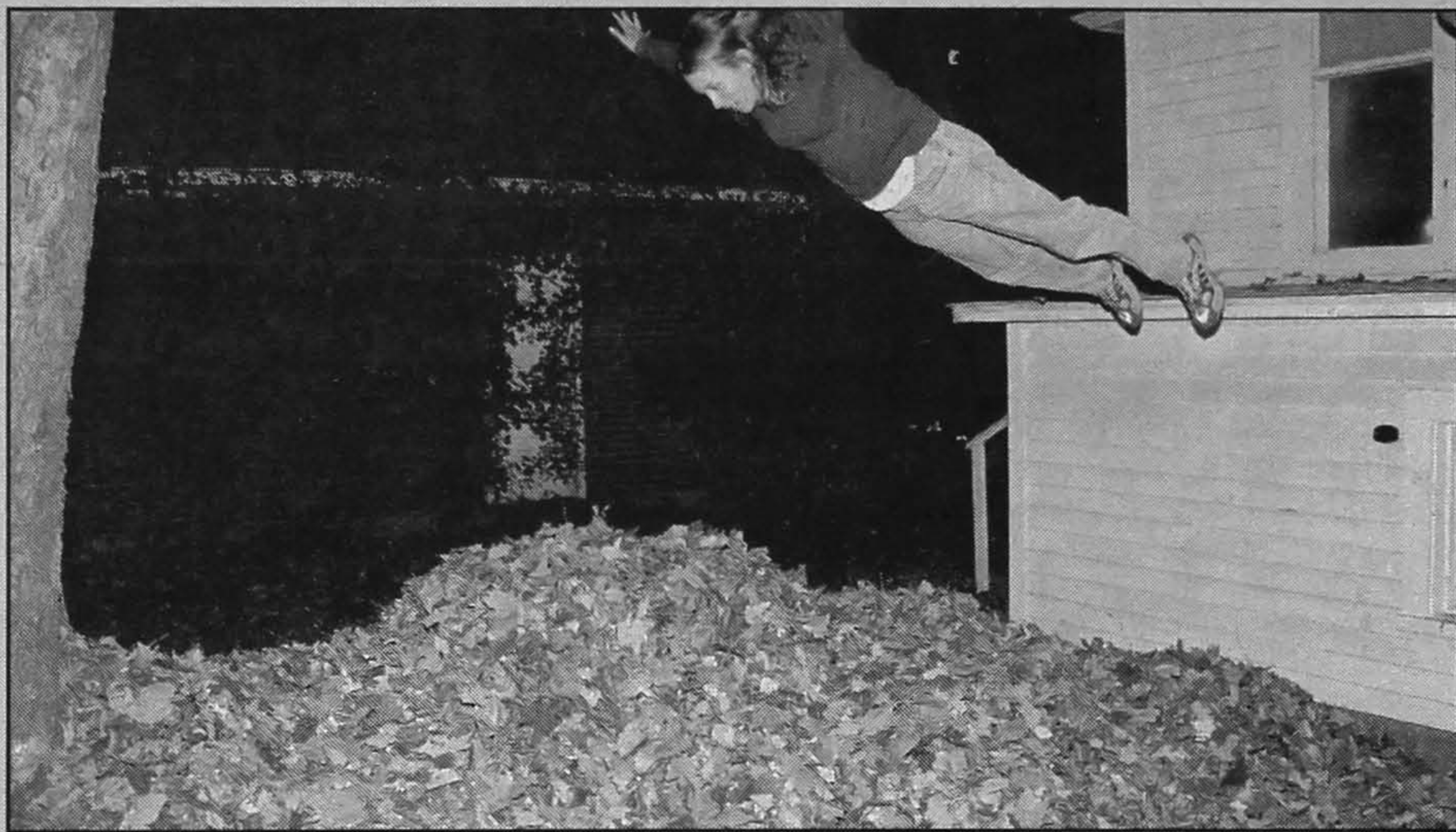
Record: 1-2

Women's Basketball

Defeated Trinity 61-56

Record: 1-0

News



Jon C. Stoltzfus

Free fallin': Junior Laura Kanagy leaps into a pile of fall foliage at the Kenwood "open home" last Friday. Students gathered at the off-campus abode for dancing, ping-pong and homemade ice cream. Kenwood house member and sophomore Adam Carter said, "There's no place like home."

GCers help with hurricane relief efforts

by Erin Kindy
Laura K. Sider

As the havoc wreaked by Hurricane Mitch continues to cause pain and disruption in the lives of many Central Americans, the GC community is pooling resources and planning relief projects.

Flooding from intense rain stretching from southern Mexico to Costa Rica has caused 15,000 deaths. A reported 13,000 people are still missing.

Sophomore Cristina Hernandez, who has family in Honduras, said famine and epidemics may cause further suffering in the coming months, and with 70 percent of the country's infrastructure destroyed, relief efforts are difficult.

Members of the GC community are contributing to the Mennonite Central Committee (MCC) effort to send relief buckets of personal supplies and basic medicine to Honduras. GC clubs, dorm floors and academic departments are joining together to fill relief buckets.

Residents of Kulp 2nd are gathering supplies for six buckets as a floor activity.

Kulp 2nd resident assistant and sophomore Audrey Eash said, "It's a wonderful project for a floor to undertake. People feel as if they are accomplishing something when they see so many people signing up to contribute

money or goods."

Participants should place relief items in a five gallon plastic bucket and take completed kits to campus ministries or the Depot at 1013 Division Street in Goshen.

At a meeting following chapel on Monday, Director of Peace Studies Ruth Krall

GC, designated for the hurricane relief fund and turned in to the cashier's office. GC will send donations to MCC each Friday through Dec. 10.

Krall said, "Because of Goshen's friendships with people in SST locations and CASAS, I think it is essential that we take this opportunity to give back to them in gratitude, in help, in love and in prayers for them. These are people who now have nothing. As we celebrate 30 years of SST, we can meaningfully ask ourselves, 'How do we give back?'"

Campus Minister Sylvia Shirk Charles also urged student to participate in relief efforts.

"We should respond to this crisis out of Christian compassion, because of its mammoth proportions and the friendship ties that link many GC students and faculty to Honduras."

Students may also have the opportunity to provide hands-on aid in Honduras on a service trip to Tegucigalpa, the country's capital city, over Christmas break. Krall and Associate Professor of Nursing Frances Grill are planning the trip to assist with clean-up and distribution of supplies.

For more information on relief efforts, contact Campus Ministries at extension 7547. "The Campus Communicator" will post a running total of funds raised.

challenged every student, staff and faculty member to raise or donate \$25 for relief for victims of Hurricane Mitch. If participation is good, said Krall, GC could raise as much as \$50,000 in relief funds.

Checks can be made out to

Mennonite Central Committee Hurricane Relief Kit Checklist

- 2 wide tooth combs
- 6 adult-size toothbrushes
- 2 family-size tubes of toothpaste
- 1 package of 24 thin maxi pads
- 1 bottle (100ct. min.) of acetaminophen (Tylenol)
- 2 lightweight bath towels
- 4 bars of anti-bacterial soap
- 1 large tube of anti-fungal cream
- an envelope with a \$10 check to MCC (for shipping costs)

NewsBriefs

Credit card pushers told to leave

Outside Sodexo-Marriott last night during dinner, two men who claimed they were with a company called Jacob Enterprises offered free T-shirts and mugs to students who filled out an application for an "obligation free" GTE Visa credit card. Sodexo-Marriott Chef and Manager Dan Blade asked the men for proof of authorization and they were unable to produce the information. Director of Resident Life Larry Rupp told Burns Security to escort the soliciting duo off campus.

Yearbook photos coming up

Yearbook picture days will be Tuesday, Nov. 17 and Wednesday, Nov. 18 with photos being taken between 9 a.m. and 5 p.m., next to the Leafmaker in the Union cubbyhole. All students, faculty and staff should stop in to have their image recorded for this year's *Maple Leaf*.

Students discuss women's health

Nurse Practitioner Donna Stoltzfus lead a discussion titled "Women's Health: What's Normal, What's Not?" last night at the GC Health Center.

Women learned how to do self breast examinations, had the opportunity to have questions answered and discussed other female health care issues.

Health Center offers flu shots

The GC Health Center recommends that any students with chronic heart and lung disease, asthma or diabetes receive an annual flu shot for immunization protection in the next few weeks.

To find out more information about the flu and the flu vaccine, students can go to the Health Center's web site at www.goshen.edu/healthcenter/.

Students interested in scheduling an appointment for a flu shot can call the GC Health Center at extension 7474.

Main student file server crashes

At about 11 a.m. Friday morning, two hard drives on the main student file server failed nearly simultaneously. A relatively small number of students lost data saved between 3 a.m. and 11 a.m. Friday morning. Losing two drives necessitated replacing the drives and restoring files from backup tape. The restoration process went smoothly and all data saved before 3 a.m. Friday morning was recovered. Computing Services is working with the server manufacturer and other vendors to determine the exact cause of the drive failures.

Glick to release book

Senior Tom Glick will release his Pinchpenny Press book at a reading next Tuesday at 7:30 p.m. in NC19. Glick's book, titled *Dogs, Bicycles and the American Dream*, recounts his experience biking across the United States.



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